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ABSTRACT

This practicum was designed to reinforce the importance of meeting the needs of the whole child in the classroom--the social, emotional, and psychological needs, not just the intellectual needs. The practicum was implemented in the Montessori Learning Center, a small private preschool and elementary school located in Lancaster, Pennsylvania, by developing affective curriculum materials and providing training and assistance for teachers who implemented the curriculum materials in their classrooms. Specific goals of the practicum were to (1) help teachers examine their own attitudes about the need for affective education in the classroom; (2) provide affective resources that would familiarize teachers with the kinds of activities that could be used in the classroom; (3) encourage and guide teachers in the use of affective activities as a means of meeting the social, emotional, and psychological needs of students; (4) effect positive change in the behavior of children as a direct result of providing a program of affective education; and (5) help teachers recognize the value of affective education. Objectives of the practicum were met. Related materials are appended, including an affective activities curriculum guide. (RH)

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IMPLEMENTATION OF ACTIVITIES FOR THE DEVELOPMENT OF AFFECTIVE SKILLS WITH PRIMARY AND PRESCHOOL CHILDREN

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IMPLEMENTATION OF ACTIVITIES FOR THE DEVELOPMENT OF AFFECTIVE SKILLS WITH PRIMARY AND PRESCHOOL CHILDREN

PRACTICUM I SUBMITTED TO THE FACULTY OF THE
EARLY CHILDHOOD EDUCATION PROGRAM
IN CANDIDACY FOR THE DEGREE OF

DOCTOR OF EDUCATION

BY

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CHAPTER I

INTRODUCTION

Writer's Work Setting, Role, and Responsibilities

The Montessori Learning Center is a small private school located in Lancaster, Pennsylvania. It consists of a preschool and elementary school licensed by the Pennsylvania State Department of Education for preschool, kindergarten, and grades 1 through 7. The preschool includes children ages 2½ through 5. Two classes with an enrollment potential of 40 children in each are held. One is scheduled from 9:00 a.m. to 12:00 p.m. and the other from 12:30 to 3:30 p.m. The elementary classes consist of lower, middle, and upper elementary children. The children in lower elementary are ages 6 and 7. The children in middle and upper elementary are ages 8 and 9, and 10 through 12 respectively. Elementary school begins at 9:00 a.m. and ends at 3:00 p.m.

Babysitting services for both preschool and elementary children are available both before and after school. Parents who need daycare for preschool aged children may enroll them in both the morning and afternoon preschool and utilize the babysitting service if needed.

The classroom space for the preschool consists of three rooms, a locker area, and a large outdoor playground. One room is called the practical life room, the second is the playroom, and the third is the academic room. The preschool teaching staff utilizes two teachers and two teacher aides in

each class. One teacher stays in the academic room during the entire class time. A teacher or teacher aide covers the other areas. One is an assistant in the academic room, one covers the playroom and outdoors when necessary, and the third stays in the practical life room. They function very much as a team, covering for each other as needed in order to move with the flow of the children either indoors or outdoors and to deal with "crises" as they arise.

The rooms contain tables, chairs, and shelves of materials. In the practical life room, one area has shelves stocked with materials that can be used to create: collage scraps such as beans, pieces of cloth, noodles, cotton balls; and tools such as scissors, pens, magic markers, crayons, stapler, paper hole punch, glue, and tape. These are kept on trays or in containers for children to use. Many kinds, colors, and shapes of paper are also available. One shelf contains trays of materials to be used for specific activities such as stringing noodles, snipping strips of paper, using stamps and an ink pad, etc. One or two tables are also set up with a special art activity for the day such as painting, cutting carrots, finger painting, potato stamping, etc. A workbench with a hammer, saw, vise, and wood scraps is in this area as well. Another set of shelves has trays of practical life activities. Examples are rice pouring, button sorting, transferring water with a baster or eye dropper, using tweezers or tongs and a variety of other activities that utilize eye-hand coordination and develop fine motor skills. There is also a sink, playdoh table, and snack table in this room.

The playroom contains a block corner; construction equipment corner; shelves of skill developmental materials such as puzzles, pegboards, bead stringing, and shape boxes; and creative materials such as bristle blocks and legos. A loft, blackboard, and book shelf arealso located in the room. Under the loft are two child-sized bathrooms. The academic room contains the higher academic materials needed to teach young children reading, math, science, geography, and writing. An area containing sensorial materials is in this room as well as a quiet reading and listening corner. The outdoors is a closed-in area with a large sandbox, a tire swing, climbing stumps and pole, a two-story hut with a slide, jungle gym dome, a converted silo with two levels, and a large platform with a wide slide coming out of the second level. The enclosed area covers approximately a quarter acre.

When the preschoolers arrive at school, they hang up their clothes in their cubbies and go into the classroom and choose something to do. They spend nearly the entire class time moving from area to area and choosing activities to do. When they select something from a shelf, they work with it and then replace it on the shelf where they found it.

Teachers work with children as needed to show them how to do what they have selected, help them choose something to do if they are undecided, or help them find something else to do if they have selected an activity or piece of equipment that is too difficult. In the academic room, the teacher provides considerable guidance in the selection and use of materials

since the academic materials follow a sequence of difficulty and require demonstrations to know how to use them. In this environment, the teacher's role is primarily one of a facilitator. He/she guides and assists children as needed but allows them freedom of choice and encourages them to work independently.

The last half hour of class time is used to clean up and have a group activity referred to as "circle time." Circle involves all the children who choose to participate. They sit in the academic room while a teacher presents a lesson, activity, or discussion. Special teachers come in to teach music, German, and movement education.

The kindergarten program, which involves all children who have turned age 5, is incorporated into the classroom structure. The kindergarten teacher meets with these children in a corner area of the academic room. A lesson, activity, or project geared to their ability level is presented. This usually involves 30 minutes of time. Kindergarten children are then encouraged to complete a contract which consists of one activity that they choose and one the teacher chooses. When they have completed this, they are free to move about the preschool, as are the rest of the children. The teachers keep records of the children's work on note cards or on a chart indicating the materials they have mastered.

The lower and middle elementary classrooms are in an adjacent building, while the upper elementary classroom is in the main building with the preschool. A student-teacher ratio of 1:8 is maintained in the lower elementary and 1:10 in the

middle and upper elementary classes. At all elementary levels, the morning is spent working on an individualized program of math, reading, and other subjects. The day is begun with a circle activity and then the children work on their assigned tasks.

In the lower elementary, the emphasis is math and reading. One teacher works with each child in reading and one in math. Each child works with the teacher in these two areas at some time and then works independently on other related activities during the remainder of the class.

In the middle elementary, the children all have individual weekly contracts based on their ability levels and the sequencing of the materials. The teacher gives small group lessons to introduce new concepts or materials and the rest of the time the students work on their individual contracts. They are free to choose what they want to work on from the contract and to do as much work in a week as they are able to do. The primary source of their assignments is the lessons and materials. Textbooks and workbooks are used but are supplementary to the learning equipment. The upper elementary morning program is similar to the middle, with more group lessons and use of textbooks and workbooks.

The afternoon schedule for elementary children is primarily group activities and lessons. Special teachers come in to teach subjects such as physical education, swimming, German, roller skating, "group," computer science, and art. Twice a week they have "specials" which is a program of experiential learning

used to teach history, social studies, geography, and science. A small room is used as a "clubhouse" in which the children and teachers reconstruct a certain era of history. When studying the caveman era, for example, the clubhouse is made into a cave and painted by the children. The children meet for class in the cave. They become cavemen while in the cave, making pottery out of sand, making weapons, creating fire from flintstone, creating a means of written communication, crushing flour, and cooking. As they work, they learn and discuss what it was like living in this particular time in history.

Extensive record keeping is done by the teachers; however, there are no grades given on students' work or report cards. Tests are used solely to determine if the children can do a piece of equipment without the answer cards or if they know the material. If they do not pass a test, they practice the material or activity until ready to take the test again.

All programs at the Montessori Learning Center follow the basic principles set down by Maria Montessori (1965). The cornerstone of this philosophy is respect for the child. She stated:

> As a rule, however, we do not respect children. We try to force them to follow us without regard to their special needs. We are overbearing with them, and above all, rude; and then we expect them to be submissive and well-behaved, knowing all the time how strong is their instinct of imitation and how touching their faith in and admiration of us. They will imitate us in any case. Let us treat

them, therefore, with all the kindness which we would wish to help to develop in them. (p. 133)

One way children are respected in the Montessori classroom is by recognizing that each child is a unique individual and, therefore, individualizing the educational program for each one. Montessori (1967) stated:

> Now, child life is not an abstraction; it is the life of individual children. There exists only one real biological manifestation: the living individual; and toward single individuals, one by one observed, education must direct itself. (p. 104)

Montessori (1966) also stated that children are not miniture adults and should not be pressured into becoming what adults think children should be. She believed that:

> Because of this egocentric view, adults look upon the child as something empty that is to be filled through their own efforts, as something inert and helpless for which they must do everything, as something lacking an inner guide and in constant need of direction. In conclusion we may say that the adult looks upon himself as the child's creator and judges the child's actions as good or bad from the viewpoint of his own relations to the child. (p. 20)

The Montessori philosophy is based upon the fact that children cannot help but learn. One is not educated by another--one must do it himself/herself. Wolf (1969) stated:

> Maria Montessori believed that no human being is educated by another person. He must do it himself or it will never be done. A truly educated individual continues learning long after the hours and years he spends in the classroom because he is motivated from within by a natural curiosity and love for knowledge. Dr. Montessori felt, therefore, that the goal of early childhood education should not be to fill the child with facts from a pre-selected course of studies, but rather to cultivate his own natural desire to learn. (p. 1)

Montessori frequently compared the young mind to a sponge which literally absorbs information from the environment. She stated, "It may be said that we acquire knowledge by using our minds; but the child absorbs knowledge directly into his psychic life. Simply by continuing to live, the child learns to speak his native tongue" (Montessori, 1967, p. 25).

According to the Montessori (1966) philosophy, there are certain sensitive periods when children are more susceptible to certain behaviors and when they are able to learn specific skills more easily. She stated:

> A sensitive period refers to a special sensibility which a creature acquires in its infantile state, while it is still in a process of evolution. It is a transient disposition and limited to the acquisition of a particular trait. Once this trait or characteristic has been acquired, the special sensibility disappears. (p. 46)

Once this sensitive period occurs, it will not occur again with the same intensity that facilitates the acquisition of that skill. Therefore, the teacher must be alert to recognize a sensitive period when it occurs in a child. All children will experience the same sensitive periods but at different times, such as learning to walk, climb stairs, write, etc. Observation of children in order to recognize these sensitivities and providing the optimum learning environment to pursue these needs is a critical role of the teacher.

A final basic principle of the Montessori philosophy is the importance of the use of hands to learn--learning at the concrete level. Wolf (1969) stated:

> Dr. Montessori always emphasized that the hand is the chief teacher of the child. In order to learn there must be concentration, and the best way a child can concentrate is by fixing his attention on some task he is performing with his hands. (p. 2)

The Montessori classroom reflects these principles by providing a place where children can learn individually and independently of adults. It is a place where children can do things for themselves, can come and go according to their needs and desires, and can decide for themselves what they will work on--thus educating themselves. Since children are free to move around and explore the environment at will, they will absorb what they find there. It does not mean that they are free to make unlimited choices since they must respect one another and are not free to take away the freedom of others. However, they

are free to teach themselves and acquire the self-satisfaction that comes with self-learning and that generates continued learning.

The writer founded the Montessori Learning Center in 1973. Disillusioned with her 5 years of teaching experience in public schools, she set out to create a school in which children could learn, be happy, and feel good about themselves. The Learning Center is the result of 12 years of effort applied toward achieving this goal.

At the present time, the writer is the director of the school and the head teacher of the upper elementary class. She teaches the upper elementary children four mornings a week and spends one morning as a teacher in the preschool. As director, she is responsible for administering all school activities; hiring, training, and evaluating personnel; presenting the school to visiting persons; admitting new students; providing for staff development; directing staff meetings; coordinating and developing curriculum; and handling all financial matters. She is assisted by the school psychologist who is also the director of training and staff development.

The Lancaster Community

Lancaster County, of which Lancaster City is county seat, is situated in the eastern part of the United States on the western fringes of the highly urbanized and industrial region which sprawls from Washington, D.C., to Boston, Massachusetts. It is located 158 miles southwest of New York City, 65 miles

west of Philadelphia, 72 miles north of Baltimore, and 39 miles southeast of Harrisburg. The county is part of the middle Susquehanna River Basin in the southeastern section of Pennsylvania. It is the eighth most populous county in the state.

Lancaster County covers a land area of 945 square miles with Lancaster City very close to the center of the county. The land is one of the most fertile areas in the nation making Lancaster Pennsylvania's top agricultural county and the leading nonirrigated county in the United States. It ranks first in the state in dollar value of agricultural production, dairy production, livestock, and poultry. The major crops are corn, hay, and wheat (Lancaster Chamber of Commerce, 1984).

Because of the unique mixture of historical and traditional interest, including the Amish religious sect, Lancaster County has become a tourist attraction for all parts of the nation. Tourism is a growing industry in the county, employing nearly 9,000 people. Lancaster began to develop as an industrial community before the American Revolution. This was due to the discovery of rich iron ore deposits and to its location as the point from which travelers outfitted for their journeys west. As early as 1726, it was a thriving and diversified manufacturing center. Because of this, skilled craftsmen have been trained in the community's plants, many of which have been established for over 50 years. Nationally famous corporations located in Lancaster County are Alcoa, Armstrong World Industries, Black & Decker Manufacturing, Donnelley Printing Company, Hamilton Technology, Inc., Howment Corporation, Slaymaker Lock Company,

and Warner-Lambert Pharmaceutical Company (Lancaster Chamber of Commerce, 1984).

Since 1960, Lancaster County has enjoyed unparalleled growth in population. The 1970 census showed a population increase of 14.9%, nearly 3½ times as great as the rest of the state. It was the seventh of 67 counties in growth percentage. Between 1970 and 1980, there was a 13.2% increase in population. The current population of Lancaster County is 362,346, ranking 110 in the nation. The population of Lancaster City is 54,725. There has been a decrease in the population of the city, but an increase in housing units. The per household effective buying income in Lancaster County is slightly above the national average (Lancaster Newspapers, 1983).

Manheim Township, in which the Montessori Learning Center is located, is the largest municipality outside Lancaster City. The Manheim Township School District ranks first in the county in academics. The Center draws students primarily from the suburbs of Lancaster City. There are some students, however, who live outside the county and travel as far as 25 miles to attend.

Most of the parents whose children are enrolled in the Montessori Learning Center are above average in income and educational level. Many are professionals or business persons who hold college degrees, and some are teachers in public school or in the Center itself. There are some parents who appear to be unable to afford the school's tuition and make personal sacrifices to keep their children in the school. The school provides some partial scholarships but very small in amounts and numbers.

CHAPTER II

STUDY OF THE PROBLEM

Problem Situation

Many leading educators are calling for a humanization of the educational system. They have heard the cries that education is irrelevant--that it does not work. They have looked at the children who have failed, dropped out, or have been thrown out and are asking, "What are the reasons for this?" Stuart Miller, one of these educators, claims that "the reason for this discontent is the schools' lack of attention to the total human needs of their students; specifically their emotional, physical, and spiritual needs" (Brown, 1971, p. xvi). Abraham Maslow (1954) looked at the basic needs of humans and placed them in a hierarchy. He established that learning cannot take place until and unless the more basic physical, emotional, and psychological needs of the learner have been met (Mogar, 1969, p. 23).

Brown (1971) believes that if schools can be significantly changed they can "contribute substantially toward improving the human condition." This change, he feels, is quite simple:

> The change would be simply to be aware that thinking is accompanied by feeling and vice versa, and to begin to take advantage of the fact . . . . The cold, hard, stubborn reality is that whenever one learns intellectually, there is an inseparable accompanying emotional dimension. The relationship between intellect and affect is

> indestructibly symbiotic. And instead of trying to deny this, it is time we made good use of the relationship. (pp. 8-11)

Brown is calling for a "philosophy and a process of teaching and learning in which the affective domain and the cognitive domain flow together." He calls this "confluent education." The term "affective . . . refers to the feeling or emotional aspect of experience and learning. Cognitive refers to the activity of the mind in knowing an object--to intellectual functioning." Brown points out that "schools have focused almost exclusively on cognitive learning," and this is what must change (p. 10).

Confluent education calls for the incorporation of affective learning approaches into the conventional curriculum. For example, one lesson Brown (1971) describes is designed to be used in a driver education class, using an improvisational-theater game:

> One student stands in front of another to whom it is important to get somewhere in a hurry. The rules are set up so that the second student cannot get around the first. The lesson is structured for the second student to experience the impatience and frustration of the situation. The situation is acted out until real feelings emerge. The second student is helped to get in touch with these feelings and with how well or poorly he can make judgments under these circumstances. This is transferred to the driving situation. The cliches of driver caution and control then become something more than words. (pp. 53-54)

Another way to begin concentrating on the affective domain in the classroom is to provide exercises that are geared directly and solely to meeting affective objectives. Gerald Weinstein suggests that a separate curriculum be developed in which the subject matter is the "learners' emotions, feelings, and thoughts" (Lyon, 1971, p. 75). Brown (1971) states that this curriculum would consist of activities such as the "trust walk" in which the objective is purely affective in nature: "to build trust between the children and to open them up to discovering things in other ways than by seeing" (p. 38). In this activity, children pair off and one of each pair closes his/her eyes while the other acts as a guide. The guide is "to provide a variety of sensory experiences in touching, feeling, smelling, tasting, body motion, and so on" (p. 37).

Before these changes advocated by Brown, Weinstein, and other educators can be implemented in our schools, other more fundamental changes will be needed. Dealing with the affective domain will require changes in attitudes about teachers' roles, how they view students, a reorganization of the classroom, and changes in the teaching methods being used (Brown, 1971; Hawley, 1973; Vallett, 1977; Lyon, 1971). Most of all, making our schools more human will demand determination to achieve that goal.

The primary purpose of the Montessori Learning Center is to make education more human (see Appendix A). When the preschool was established in 1973, space, learning materials, and activities were provided to meet the social, physical,

creative, and cognitive needs of children. The pressure from parents to "push" academics has been repeatedly resisted and confronted by efforts to educate parents to the needs of the whole child through literature, parent meetings, and individual conferences. A brochure was designed that further emphasizes the school's philosophy of educating the whole child (see Appendix B).

When the elementary program was begun in 1977, the goals of educating the whole child were still at the foundation of the school's program. The task of achieving this goal, however, has been more difficult. Unlike elementary education, preschools have not been viewed by educators as a place for developing intellectual skills. Parents of elementary children, however, have been primarily concerned with academics. Educating them, and staff, to the importance of the affective domain at the elementary level has been considerably more difficult.

In 1978, a school psychologist joined the staff at the Learning Center, bringing needed assistance. He has given direction and guidance to other staff members, provided workshops for parents, made presentations in staff and parent meetings, and demonstrated in his own classroom effective ways to meet the affective needs of children. In spite of this, a close examination of the elementary program reveals a minimal amount of class time being spent dealing with the affective domain as compared to the intellectual. In addition, when opportunities do arise to deal with the affective needs of children, such as conflict situations, teachers tend to turn

to the school psychologist or director to step in and provide the needed direction. Though staff has been encouraged to utilize activities that develop affective skills, the teachers express discomfort, lack of experience, and uncertainty of what to do as reasons why they tend to avoid this area.

This practicum addressed the problem of inadequate resources, strategies, and training available to staff members at the Montessori Learning Center to meet the social, emotional, and psychological needs of its students.

Documentation

An examination of the literature put out by the Montessori Learning Center shows a commitment to meeting the affective needs of children. Observation of the classes at the Center, however, shows that efforts to integrate affective activities into the daily classroom schedule are greater in some classes than in others.

In preschool, 10 classes were observed. The lessons and activities of the children clearly combined the affective with the intellectual domain. Activities whose objectives were purely affective in nature were not utilized. In the lower elementary classroom, observations revealed daily use of affective activities. During circle time, children discussed how to express anger, took turns sharing important events that had occurred, role played, and solved a group problem.

Observations were also made in the middle and upper elementary classrooms. In middle elementary, children participated in group sharing times. These were scheduled three times

a week, one of which was led by the school psychologist. In the upper elementary classroom, no planned affective activities were observed. The teacher did stop the class to discuss problems or disagreements as they occurred.

Afternoon classes in which outside specialists teach certain subjects such as art, computer science, physical education, and swimming were also observed. These classes were directed primarily at developing cognitive skills. History and science, however, were taught by teachers who used an experiencial approach. While studying an historic period, children worked in a "clubroom" and decorated it to fit the historic era. They were helped to experience what it was like to live in that time by making costumes, cooking, working, and creating communications similar to what was done in that era. These teachers were doing an exceptional job of applying the principles of confluent education.

The school psychologist had "group" with each of the elementary classes. This was held one afternoon a week with the lower elementary and every other week with the middle and upper elementary classes. In "group" a variety of affective activities were used to effectively develop skills in human relationships and deal with emotions.

In classes at all levels in the Montessori Learning Center, there appeared to be a good deal of informal and unstructured attention given to the affective needs of children. Teachers were affectionate with children, often giving or receiving hugs. Teachers would get down to a small child's

level when talking and give each child undivided attention whenever needed. Children who had a problem or were upset, in all instances observed, had immediate access to an adult. Children were given recognition for accomplishments in areas other than academics, without the use of undue praise or rewards. Several instances of peer conflict between individuals were dealt with by talking, as the teacher played an intermediary role. Extrinsic rewards (or punishments) in the forms of grades or marks were not being used.

In all observations, it was apparent that the affective domain was receiving attention. However, in comparison to the structured cognitive activities, the former was minimal and, with the exception of lower elementary, diminished with age. The director of the school reported that many of the severe problems that arise are brought to her or to the school psychologist to resolve. It is her opinion that many teachers hesitate or feel inadequate to resolve problems or deal with the emotional needs of children within the classroom. The school psychologist feels that many problems that occur in the classroom are turned over to him to deal with in "group."

A review of the classroom materials showed a very limited amount available which could be used to help teachers meet the social, emotional, and psychological needs of the children. In the preschool, there is a block corner, playdoh table, loft, and several kinds of materials that encourage the use of cooperative and creative play. The elementary classes have game shelves and many academic materials that can be used in

such a way as to encourage cooperative learning. Children were encouraged to help one another with their academic work. Films or filmstrips which aid in the development of the affective domain were not available, nor were resource books on affective activities.

The examination of the facilities, classrooms, materials, and activities at the Montessori Learning Center indicated overall that a good deal of effort was being made to meet more than just the intellectual needs of children. However, clearly structured activities, planned lessons, or curriculum, which concentrate on the affective domain were primarily used in the lower elementary classroom by the school psychologist.

Analysis of the Causes

Historically the primary goal of education has been the development of intellectual skills. Former Vice Admiral Hyman Rickover clearly defined this role when he said, "A school system performs its proper task when it does a first-rate job of equipping children with the requisite knowledge and intellectual skill for successful living in a complex society" (Alexander, 1967, p. 5). This academic emphasis has had the support of society and educators as evidenced by the current back-to-basics movement as well as the curriculum requirements laid down by most state education departments. The division of school and home, with specific tasks assigned to each, show further support of these educational objectives. The teaching of values and religion, the provision of love and security,

and the task of character building have all been assigned to the home--not the schools.

A review of required college courses for teacher education reflects the emphasis on the cognitive. The majority of courses deal with methods of teaching academic subjects. By comparison, courses on human development or child psychology are minimal. At Millersville State University, 46 of the graduate courses offered are in elementary education. Twelve of these relate to reading or language arts and 13 deal with social studies, science, and math. Two courses on methods of individualizing instruction and 1 course on creativity are offered. Only 1 course applies directly to the affective domain entitled, "Current Practice and Research in Early Childhood Education: Affective and Psychomotor Emphasis" (Millersville, 1983-85).

Publishing companies provide further evidence of the problem. They produce what sells and a review of the textbook catalogs shows that what sells are textbooks and learning materials that teach academics. The 1985, K-8 school catalogs of eight major publishing companies were examined. There was only one textbook series offered that dealt with the affective domain. Harcourt, Brace, and Jovanovich offers a series entitled, "Self Expression and Conduct: The Humanities." This series:

> . . . gives your pupils the chance to express themselves, to share their feelings, and to discover other people's ideas through art, dance, drama, music, and language.

> It integrates these first-hand experiences in art into a comprehensive program that supports and enhances the basic subject areas--reading, writing, and arithmetic. In short, it's a different kind of elementary school program--one that insures a well-rounded education and a well-rounded child. (p. 47)

The other catalogs examined were those put out by Ginn; Holt, Rinehart & Winston; Laidlaw Brothers; Macmillan; Random House; Scott, Foresman; and SRA. No materials were found that dealt with the affective domain.

The Curriculum Regulations of the Pennsylvania State Board of Education (1984) require one-half hour per week of "Humane Education" for all pupils up to and including the fourth grade. The balance of the requirements are subjects that deal with academics, art, music, and physical education. A definition of what is meant by "Humane Education" is not given.

At the Montessori Learning Center, efforts clearly have been made to keep a more balanced curriculum. But even here, at the elementary level at least, academics have considerably more time and attention in the curriculum than does the affective. Part of the problem, as expressed by the director, is the pressure put on staff by parents and society in general. She estimates that 75% of the time spent educating parents is used to help them understand the importance of the affective needs of children. She feels the idea is still firmly ingrained in people that for children to get ahead in this world, they must succeed academically. At the same time, most people will

acknowledge that the ability to relate to peers is as much a contributing factor to job success as is intelligence. Even if the pressure were not an influencing factor, staff members acknowledge their own hesitancy to put more emphasis on affective skills. As pointed out by the director and school psychologist, there is also a tendency operating to "let someone else do it." It is easier to turn a problem over to higher authorities who they feel can solve it better or at least easier.

Relationship of the Problem to the Literature

Education, in the broad sense, involves more than just the development of intellectual skills. Traditionally, the primary goal of our schools has been the teaching of the three R's--the skills felt necessary for an individual to function in society. Any other skills needed to assist children in their development, such as emotional or psychological, were considered the responsibility of the home. By attending to only the intellectual needs of children, schools were in essence expecting children as young as 5 or 6 years to put aside their emotional, social, and psychological needs while in the classroom.

More recently, however, educators have begun to recognize that an education which attends to only academics is insufficient and possibly harmful. Tabor (1984) addresses this problem, stating that:

> . . . there has been a growing belief that a school curriculum that deals solely with intellectual skills is

> inadequate to meet the needs either of individuals or of society as a whole.

He goes on to say:

> More and more educators have begun to question the effectiveness of traditional curricula and methods which have been designed solely for the teaching of facts, the imparting of knowledge, or the dispensing of information--in short, which deal only with the cognitive domain. (pp. 50-51)

David Livingston goes even further and charges that curriculum which develops purely cognitive skills can be "detrimental if it ignores the students' emotional and creative side, the affective realm which is inextricably linked to the learning of cognitive skills" (Toffler, 1974, p. 253). Carl Rogers claims that "as a consequence of this overstress on the cognitive, and of the avoicance of any feeling connected with it, most of the excitement has gone out of education" (Moskowitz, 1978, p. 8). Even as early as 1956, Bloom and his associates recognized education to involve more than just the intellectual. They divided their educational objectives into three domains: the cognitive, affective, and psychomotor. The affective domain was defined as "objectives which describe changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment" (p. 7).

Valett (1977) attacks the problem of overemphasis on intellectual disciplines in our school system. He calls for dramatic changes by stating:

> Humanistic education proposes that the traditional emphases on physical and academic disciplines are grossly inadequate by themselves. If education is to be effective, the final result must be persons capable of living joyful, humane, and meaningful lives. To accomplish this purpose, affective and emotional objectives must be given more prominence within the curriculum.
>
> The curriculum must become individualized and be based on the unique needs and accomplishments of each child. Educators must assess the learner's needs for physical security, love, creative expression, cognitive mastery, social competency, and self-worth . . . . An effective learning process is one that enables the pupil to acquire or develop the specific skills and abilities needed to solve his motor, cognitive, and affective problems. Total human development must become the aim of modern education. (p. 24)

If the goal of modern education must change in order to provide for total human development, then where do educators begin to implement such a vast change? Valett (1977) implies that curriculum and school organization are two areas in need of change. He premises his book on the fact that "the affective domain of human development has been seriously underrated in education as determined through curriculum offerings and methods of school organization" (p. 23). Both Hawley (1973) and Carl Rogers call for changes in the evaluation systems schools use. Hawley charges that:

> The standard practice of grading . . . is unquestionably one of the most insidious of all current school practices, absolutely destructive of human values.
>
> Grading emphasizes competition, extrinsic motivation, external locus of evaluation, rewards for conformity and submission to authority, acceptance and respect conditioned by narrowly defined performance objectives, and an almost inescapable focus on weaknesses. Such emphasis destroys or seriously diminishes the values of cooperation, self-motivation, creativity, self-esteem, unconditional acceptance and respect for human beings and joy. (p. ii)

Kraft (1975) reports Carl Rogers' claims that creativity can only blossom in an "atmosphere of freedom." Rogers points out that:

> The best research organizations in industry, as well as in the academic world, have learned that external evaluation is largely fruitless if the goal is creative work. The individual must be permitted to make his own evaluation of his own efforts. Creativity in learning is best facilitated when self-criticism and self-evaluation are basic, and evaluation by others is of secondary importance (p. 58)

Proponents of a more humanistic education call for an integration of "both the intellectual (cognitive) with the feelings (affective) in one's classroom situation" (Read, 1974, p. 433). Lessons are presented in such a way that the children become involved affectively in what they are learning. To do

this, however, requires dramatic changes in the role of the teacher, the structure of the classroom, and the way teachers view their students. Valett (1977) states that "affective development requires interpersonal experience and involvement . . . both regular and special classroom programs should provide for extensive group participation, discussion, and self-regulation" (p. 171).

Read and Simon (1975) point out that an important aspect of "this type of teaching is that one begin to accept students as real, feeling, worthy, responsible and valuable members of the teaching-learning environment." They believe that the teacher must begin to relinquish his/her role as an authority figure and become more of a facilitator. Lyon (1971) advocates that "we begin to look upon people (students) as whole human beings who have feelings--feelings which directly influence their intellectual growth" (p. 5).

Brown (1975) states that this kind of education requires a learning environment which "acknowledges the thoughts, feelings, and concerns of everyone. It embodies trust, openness, freedom, and responsibility." It calls for a "child-centered program in which situations are

> built around the children, not around the curriculum and the teacher. The emphasis is on learning, not on teaching . . . . The teacher can serve as a guide, as a facilitator, as an important resource in the class, but certainly not the only one . . . . This does not mean no structure, rather, the teacher focuses on the children as the primary source for structuring learning experiences. (p. 193)

In addition to changing the curriculum, the organization of the school and classroom, and the roles of teachers and students, some educators are going further and calling for a whole new curriculum. Gerald Weinstein and his associates at the University of Massachusetts School of Education are suggesting the development of a new curriculum area called, "Curriculum of Concerns." Lyon (1971) reports that in this approach:

> The subject matter is the learner--his emotions, his feelings, his thoughts. The goal is to assist the student in developing his sense of identity, his sense of power, and his sense of connectedness. The affective domain becomes a "subject," as biology and English are subjects. (p. 75)

The Curriculum of Concerns offers affective techniques that can be used in the classroom to meet the objectives of the affective domain. Read and Simon (1975) report that many books are available in which suggestions are made for group activities teachers may use in the classroom to meet such goals as: "Learn to accept students as they truly are, work towards the building up of self-concept in students, suspend judgment and encourage individual differences, and allow for a variety of values and life styles" (pp. 226-227). They believe that the goal of humanistic education is "long-term life changes, not short-term gains in mastery." To attain such a far-reaching goal requires tremendous energy and determination on the part of educators. Obviously, effecting change that is this dramatic is an enormous task.

Hawley (1973) recognizes this when he says, "The problem of reform in education is huge. The social forces against change are so overwhelming and form such a complex network of interrelated pieces that any beginning seems difficult and almost doomed at the start." But he prefaces the chapter of his book entitled, "Where to Begin" with the Chinese proverb, "The longest journey begins with a single step" (p. 11). Valett (1977) admonishes that " . . . difficult as it may be, the educational system must be designed to culminate in rational, ethical, and altruistic behavior on the part of emotionally sound individuals" (p. 23).

Ultimately, if the changes that these educators are calling for are going to, in fact, take place, the teachers will be the ones implementing them. Teachers will be the change agents and the classroom the place where the changes are implemented. To do this, teachers will need training, guidance, encouragement, and lots of ideas and specific suggestions on how to meet the affective goals of education.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

This practicum was designed to reinforce the importance of meeting the needs of the whole child in the classroom--the social, emotional and psychological, not just the intellectual. This general goal was to be accomplished by developing affective curriculum materials and providing training and assistance for teachers to implement the curriculum materials in their classrooms. For the children at the Montessori Learning Center, the solution would improve the awareness and acceptance they have for themselves and each other. The teachers would see an improvement in the children's behavior and the functioning of the classroom and would recognize the value of using affective activities to bring about these changes.

Behavioral Expectations

The following behavioral expectations were projected for this practicum:

1. To help teachers examine their own attitudes about the need for affective education in the classroom by filling out the Teacher Questionnaire #1 (see Appendix C).

2. To provide affective resources that would familiarize teachers with the kinds of activities that could be used in the classroom. The writer developed and distributed to each participating teacher a curriculum guide of affective activities

(see Appendix D). The criterion of success would be the establishment of one resource library by September 3, 1985, which would include a copy of the curriculum guide and the books used as sources for the affective activities referenced in the curriculum guide.

3. To encourage and guide teachers in the use of affective activities as a means of meeting the social, emotional, and psychological needs of their students. With the assistance of the writer and the school psychologist, participating teachers would develop and implement a 6-week program in which they would select 10 affective activities from the curriculum guide and use each one with their classes. One activity would be presented every 3 days over the 6-week period. Teachers would report and evaluate the effectiveness of each activity using the Lesson Evaluation Form (see Appendix E). The teachers' participation in this program, by providing one affective activity every 3 days over a 6-week period and their evaluation of each activity using the appropriate forms, would be the criterion of success.

4. To effect positive change in the behavior of children as a direct result of providing a program of affective education. A positive change in a teacher's assessment of two preselected students determined by comparing the results of a Q-Sort (Block, 1961) and the Social Skills/Self-Esteem Group Referral Form (White, 1985) done by each teacher on the selected students before and after the use of affective activities in the classroom would be the criterion of success (see Appendix F).

5. To help teachers recognize the value of affective education. A score of 11 or above on Teacher Questionnaire #2 (see Appendix C) would be the criterion for success.

Description of Evaluation Instruments

To assist teachers to become more aware of their own attitudes towards the importance of affective education, teachers were asked to fill out a 5-item questionnaire concerning their views about affective activities, with responses ranging from strongly agree to strongly disagree (see Appendix C). This questionnaire gave an indication of the teachers' attitudes toward the use of affective activities in the classroom.

The writer provided a curriculum guide of affective activities and the books used as resources for the guide (see Appendix D) which was utilized by classroom teachers at the Montessori Learning Center. The guide consists of two indexes. One index lists alphabetically the titles of the affective activities and includes the skills developed by the activity and the source (book and page) where the activity can be found. The second index lists all the affective activities under the skills that each activity develops. Thus, a teacher who wants to develop a particular skill such as nonverbal communication has a list of all the activities that help enhance that skill.

A volunteer teacher from each level--morning and afternoon kindergarten and lower elementary--was selected to participate in the planning and implementation of the 6-week program. Together with the writer and school psychologist, the teachers

selected activities and developed weekly lesson plans using activities from the guide. Opportunity was provided for the teachers themselves to experience these activities. After each activity, the teachers filled out a report form (see Appendix E) in which the teachers described the activity used and the results experienced in the classroom and answered a 7-item questionnaire evaluating the use of the activity with responses ranging from strongly agree to strongly disagree.

To determine whether a positive change in children had been effected by this program, teachers utilized the Q-Sort and the Social Skills/Self-Esteem Group Referral Form (see Appendix F). Each teacher selected two children whom they felt might benefit most from the program. The teachers administered a Q-Sort on each child. The Q-Sort consists of a list of 100 words or phrases that describe behavior and are sorted by the teacher into nine piles ranging from those that are most uncharacteristic of a person to those that are most characteristic of that person. The teachers also filled out the Group Referral Form on each child before and after the implementation of the 6-week program. This form is a three-page report form divided into four parts in which the observer indicated the behaviors perceived as problematic for the child, checked off specific behaviors the child needed to work on, rated the child on 12 social skills using a scale of 1 to 8, and listed the child's strengths and made comments. The scores from before and after were compared to determine change in either a positive or negative direction.

At the completion of the 6-week program, participating teachers also provided a statement of their observations and opinions regarding the effectiveness of the program by completing Teacher Questionnaire #2 (see Appendix G). The questionnaire consists of 11 items regarding the effectiveness of the affective program, with responses ranging from strongly agree to strongly disagree. It provides spaces for comments about the program, suggestions for improvement, and whether or not the program should be continued and why.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The administration at the Montessori Learning Center expressed a need for a better balance in the curriculum between affective and cognitive education. The structured activities that were being used to meet the affective needs of children were primarily used in the lower elementary classroom by the school psychologist. Although other classroom teachers agreed with the philosophy of the school which stands for a balanced education that teaches to the whole child, in the opinion of the writer and the school psychologist, most were not utilizing activities in their classrooms which met these affective goals. Literature confirms that a solution strategy in which teachers are trained to use affective activities and are assisted in designing and planning lessons that teach to the affective domain has been effective in bringing about changes in the classroom.

Brown ((1971) reports on the Ford Esalen Project in Affective Education which consisted of two workshops conducted by the Ford Esalen staff for interested professionals throughout the country. One was a weekend workshop, the other a 5-day workshop. Many of the affective techniques were incorporated into the workshops. The participants developed individual lessons and whole units which incorporated affective approaches into the conventional curriculum. After use of these lessons

in their classrooms, the teachers reported that they "encountered no area of the curriculum where the introduction of experiences in affective learning cannot be merged with cognitive or intellectual learning and where the cognitive learning has not immediately become more relevant and thus richer as a consequence" (p. 53).

Read and Simon (1975) reported that Albert Ellis and his associates at the Institute for Advanced Study in Rational Psychotherapy provided workshops for teachers in "Teaching Children How to Think Clearly About Themselves and the World." Instead of lecturing, they asked the participants to bring up specific emotional problems of their pupils and "by the use of role-playing, discussion, tape recording, and other methods, showed them how these problems could be handled" (p. 156). The reports that they later received from the teachers indicated that they were using these techniques in the regular classroom situations and that "in most instances they were achieving surprisingly good results" (ibid).

Richard Schmuck reports on studies that were done to show how different intervention methods would, in varying degrees and in different ways, help teachers improve the informal group processes in their classrooms. The studies assumed that classroom group processes affect students' attitudes and academic performance and that these processes could be modified in a positive and constructive way.

One project compared three different intervention approaches. One group of teachers participated in a 4-week

laboratory which consisted of daily 6-hour sessions during the month of July. This was followed up with feedback discussions with individual teachers and bimonthly discussion sessions from September to December. The second group met from September to December in weekly seminar meetings and individual conferences. A third group served as a control group and received no training. In Group One, seven core training activities were utilized:

1. sensitivity training and related human relations laboratory experiences;
2. didactic discussions on basic research about classroom group processes;
3. problem-solving techniques for improving group processes;
4. analyses of diagnostic data from the teachers' own classrooms;
5. discussions about useful classroom practices developed by other teachers;
6. role-play tryouts of new classroom practices;
7. follow-up discussions during the school year.

Group Two received the same training program with the exception of sensitivity training and role playing, both of which were omitted. Also missing was the intensity that resulted from 6-hour daily sessions over a 4-week period. The results indicated that the first group of teachers and their classroom students made more positive changes in their group processes than those in the other two groups. However, Group Two made positive changes as well. Both Groups One and Two

showed more improvement at the end of the school year than did the control group (Read & Simon, 1975).

Another study reported by Richard Schmuck involved the use of psychological consultants, each of whom spent four hours each week for 15 weeks working with a small group of teachers. They held group discussions, visited the classrooms, and held individual conferences. The results indicated a change in attitudes and an increase in knowledge on the part of the teachers. These changes, however, were not also "accompanied by behavioral changes that made a difference in their classroom groups" (Read & Simon, 1975, p. 263).

The results from these intervention techniques indicate that when a workshop approach is utilized, combined with the process of involving participants in exercises and activities that they will later use in the classroom, significant change results.

Description of Selected Solution

Training Session #1 - Introduction to the Q-Sort

During the first week of the program, all teachers on the staff at the Montessori Learning Center filled out Teacher Questionnaire #1 (see Appendix C). The purpose of the questionnaire was to determine how the teachers felt about the value of affective activities in the classroom and whether there was a need for a program such as this.

Of the 11 teachers, 3 were selected to participate in the program: 1 teacher in the morning kindergarten, I in the afternoon kindergarten, and 1 teacher in lower elementary. The

writer met with the teachers during staff meeting to help them select two students, to use as case studies, whom they felt needed to develop affective skills.

During the staff meeting, the writer and school psychologist explained how to administer the Q-Sort. The initial plan was to perform a practice Q-Sort on one child, but it was difficult to find a child that all the teachers knew. One of the teachers volunteered to have it done on herself. Although this appeared to solve the problem, it became clear that the staff was uncomfortable making judgments about the teacher in her presence and the Q-Sort took considerably longer than anticipated. In retrospect, it would have been better to select a child with whom the majority of the teachers were familiar and to have the rest just observe the process.

There was not enough time remaining in the training session to have the participating teachers perform the Q-Sort on the two children they had selected, so it was postponed until the next meeting. Instead, the teachers filled out the Social Skills/Self-Esteem Group Referral Form for each child (see Appendix F).

Training Session #2 - Administering the Q-Sort

An extra training session was added to the schedule in order to complete what was scheduled for the first training session. In Session #2, the teachers administered the Q-Sort on the children they had selected. The writer and school psychologist assisted them in the process. Other than learning

how the process worked, the main difficulty was the time it took to administer. Most teachers seemed to ponder too long on each description card, deciding how to rank each one. The writer and school psychologist spent most of their time helping the teachers to move at a faster pace and to be comfortable making instinctive decisions. On the average, it took 30 to 45 minutes for the teachers to perform each Q-Sort.

Training Session #3 - Using Affective Activities in the Classroom

During the third training session, the writer and school psychologist led a discussion on the use of affective activities in the classroom. Examples from their own experiences were shared to demonstrate the effectiveness of affective activities in developing social skills. The school psychologist then demonstrated techniques for using the activities and the role of the leader by having the teachers participate in an affective activity called the "machine game." With this activity, one person began a movement like a machine, such as swinging the right foot, and continued that same movement. Another person then became a part of the machinery using another movement that coordinated with the initial movement, such as an arm swing that alternated with the first swing. Persons continued to join the machinery adding new movements.

After the activity, the teachers discussed what happened, how they felt, and what they learned about themselves. Their responses were enthusiastic and there was agreement that the activity seemed to unify them as a group.

Training Session #4 - Developing a 6-Week Lesson Plan

During the last training session, the Curriculum Guide was introduced and the books of activities indexed by the Guide. Teachers were shown how to use the Guide and were given time to look through the books. Then, using the Social Skills/Self-Esteem Group Referral Forms that had been filled out on the students, the teachers selected skills they felt the students needed to develop. The writer and school psychologist helped them select appropriate activities to develop the skills they had targeted. Questions were answered about the activities and how to lead them. The school psychologist was helpful in sharing his own experiences with the activities that he had used and by making suggestions about how to implement them. The teachers indicated that although they were preselecting activities, they wanted the flexibility to change their plans as they proceeded through the 6 weeks if they felt it was needed.

Practice Session #1

The first practice session began with more discussion about affective activities and why teachers felt they were valuable classroom tools. There was general consensus that affective activities help children learn to express their feelings and that it is all right to have negative as well as positive feelings. It helps develop communication skills and relationships. The school psychologist also suggested that these activities could be used to assist children get "unstuck" from something that happened. He gave examples from his

experience. The difficulty of applying the activities to preschool-aged children was discussed and suggestions made on how to adapt the activities. Many ideas of activities to use with the preschool-aged group were shared.

The group was then led in several activities. After each, the teachers discussed their feelings and experiences as they participated in the activity. This was followed by discussion on how to utilize and expand on the activity with children. It was recognized that adaptions would have to be made on the activities depending on the age and composition of the group.

Practice Session #2

Since an extra training session was held, the second practice session took place one week after the teachers had implemented their 6-week program. In this session, additional activities were practiced. A lengthy discussion followed in which teachers shared their experiences in the classroom. The teachers spent much time giving suggestions to one another and sharing ideas on new activities to try or ways to modify the activities to make them more effective.

Implementation of Lesson Plans and Weekly Meetings

Throughout the 6 weeks, the teachers utilized affective activities in the classroom according to their 6-week lesson plan. Each time they completed an activity, they filled out a Lesson Evaluation Form (See Appendix H). The writer, who has had 17 years of teaching and administrative experience, has played an important role helping teachers at the Montessori

Learning Center to see the importance of educating the whole child. The school psychologist has been a leader in the area of affective techniques and group processes in his private practice and as a classroom teacher for 6 years. He has held many workshops for parents and teachers dealing with meeting the affective needs of children and has designed many affective activities for use in the classroom. Both leaders provided guidance and assistance to the teachers as needed.

The teachers seemed to have a good feel for the activities that worked and those that did not. The attitudes remained positive and enthusiastic throughout the 6 weeks. Teachers repeated activities that they felt worked successfully in addition to the ones they were doing to meet the criteria of the program. When they met in groups, the teachers spent a great deal of time sharing their successful experiences and how children responded to them. Positive changes in behavior on the part of children were noted. The teachers seemed to be very comfortable with the program and in leading the activities.

Posttesting and Reporting

During the last 2 weeks, teachers did posttesting and reporting. The Q-Sort was administered on the same two children, and the Social Skills/Self-Esteem Group Referral Form was filled out for the same three children that had been selected before the 6-week implementation phase began. To evaluate the effectiveness of the program itself, the teachers filled out Teacher Questionnaire #2 (see Appendix G).

Schedule of Action Taken

Weeks 1-3 Training Session #1 - Introduce teachers to the Q-Sort

Present Questionnaire #1 to staff

Select teacher participants

Teachers select students to study

Administer Group Referral Form

Introduce and practice Q-Sort

Training Session #2 - Administer Q-Sort

Teachers administer Q-Sort on children selected

Training Session #3 - Using Affective Activities in the Classroom

Discuss how to use affective activities

Training Session #4 - Developing a 6-Week Lesson Plan

Introduce Curriculum Guide and texts

Select skills to develop

Select activities to use

Weeks 4-5 Practice Sessions

Teachers practice using the activities

Weeks 5-10 Implement the Lesson Plans

Activities used in kindergarten and primary classes

Weekly meetings

Weeks 11-12 Posttesting and Teacher Reporting

Analysis of results

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The first objective of this practicum was to help teachers examine their own attitudes about the need for affective education in the classroom by filling out Teacher Questionnaire #1. The results of the questionnaire (see Table 1) indicate that a majority of the teachers (9 out of 11) felt affective education could have more of a priority in their classroom curriculum. Seven felt affective activities had a significant place in their daily classroom schedules prior to the program, and 8 teachers indicated a need for assistance in this area. Most significant, however, was that all 11 teachers strongly agreed that affective activities were beneficial to use in the classroom. The writer and school psychologist felt that this positive attitude toward the importance of the affective needs of children was significant to the effectiveness of the program.

The second objective was to provide affective resources that would familiarize teachers with the kinds of activities that could be used in the classroom. A Curriculum Guide (see Appendix D) and resource library were established to meet this objective and became a vital part of the affective program. In the Guide, each activity is indexed according to the skills enhanced by the use of the activity. A teacher wishing to develop a particular skill such as enhancing self-esteem may turn to the section of the Guide that lists all the activities

Table 1

Teacher Questionnaire #1

Questions	Responses (Percentages) (No. of Teachers)						
	SA	A	U	D	SD	N/A	Blank
1. I feel it is beneficial to use affective activities in the classroom.	100% 11						
2. Affective activities presently have a significant place in my daily classroom schedule.	54% 6	9% 1	27% 3	9% 1			
3. I feel accective activities could have more of a priority in my classroom curriculum.	64% 7	18% 2	9% 1			9% 1	
4. I need specific suggestions for affective activities that I could use in my class.	45% 5	27% 3	18% 2				9% 1
5. I need training and guidance in how to use affective activities in my classroom.	45% 5	27% 3	9% 1	9% 1			9% 1

SA = Strongly Agree
A = Agree
U = Unsure
D = Disagree
SD = Strongly Disagree
N/A= Nonapplicable

that may enhance self-esteem. With each activity is listed the text and page number on which a description of the activity may be found. The Guide also indicates whether the activity is best used as a regular classroom activity or as a small group activity.

If a teacher wishes to know all the skills enhanced by a particular activity, another part of the Guide is used. The Guide index lists all the activities alphabetically by name. Each activity is coded to indicate the skills it enhances. The text source, page number, and whether it is used with the whole class or with small groups is also indicated.

The Curriculum Guide was used frequently by all the teachers and was vital to the effectiveness of the program. Although the teachers at the Center clearly indicated on Teacher Questionnaire #1 a positive attitude toward the use of affective activities, their use in the classroom was infrequent as observed by both the writer and the school psychologist. It is likely that the lack of a Curriculum Guide and resource library to provide specific ideas was a part of the problem.

The third objective was to encourage and guide teachers in the use of affective activities as a means of meeting the social, emotional, and psychological needs of their students. With the assistance of the writer and the school psychologist, the participating teachers developed and implemented a 6-week program in which they selected 10 affective activities to use in their classes.

Although the teachers indicated that they felt affective activities were valuable in the classroom, the majority also

felt that affective activities already had a significant place in their classroom schedules. This opinion was in contradiction to that of the writer and school psychologist, indicating a difference between them and the staff as to what constitutes "significant" place. Therefore, the development of a 6-week program and a goal of 10 activities over that period was, in the opinion of the writer, a vital part of this program.

The Lesson Evaluation Forms provided the structure as well as a reporting system to assure that the teachers were using and evaluating the activities in the classroom according to the criteria set. In addition, the Evaluation Form provided a means of determining how the teachers felt about the activities used and their effectiveness with the children.

A total of 32 affective activities were evaluated by the teachers. The Lesson Evaluation Form was filled out by the teacher after each lesson. Seven questions were asked on the form regarding each activity, answered with responses of "strongly agree," "agree," "unsure," "disagree," and "strongly disagree." A summary of each teacher's responses to these questions is given in Table 2. The totals of their responses to each question are given in Table 3. Description of each activity and the responses to the questions are included in Appendix H.

The results of the 32 Lesson Evaluation Forms indicate that all three teachers felt that except for two activities, class participation was good. They also felt that the class was comfortable with 24 (75%) of the activities used. The

Table 2

Teachers' Responses to Questions

	SA	A	U	D	SD
1. Class participation and involvement was good.					
Kindergarten - AM	1	8		1	
Kindergarten - PM	7	3			
Lower Elementary	6	4			
2. Class was comfortable with the activity.					
Kindergarten - AM		7	3	1	
Kindergarten - PM	7	2	1		
Lower Elementary	3	5	2	1	
3. I was comfortable presenting this activity.					
Kindergarten - AM	2	9			
Kindergarten - PM	9	1			
Lower Elementary	3	8			
4. I would like more training with this particular activity.					
Kindergarten - AM			6	5	
Kindergarten - PM	1			9	
Lower Elementary	1	4	4	2	
5. This activity was meaningful for children who needed help with a particular area of growth.					
Kindergarten - AM	1	6	4		
Kindergarten - PM	5	1	4		
Lower Elementary	3	3	5		
6. This activity was helpful to me.					
Kindergarten - AM		9	2		
Kindergarten - PM	2	6	1	1	
Lower Elementary	4	5	2		
7. I would consider using it again.					
Kindergarten - AM	1	10			
Kindergarten - PM	7	2		1	
Lower Elementary	9	2			

SA = Strongly Agree
A = Agree
U = Unsure
D = Disagree
SD = Strongly Disagree

Table 3

Summary of Teacher Responses

	SA	A	U	D	SD
1. Class participation and involvement was good.	14	15	0	1	1
2. Class was comfortable with the activity.	10	14	6	2	0
3. I was comfortable with the activity.	14	18	0	0	0
4. I would like more training with this particular activity.	2	4	10	16	0
5. This activity was meaningful for children who needed help with a particular activity.	9	10	13	0	0
6. This activity was helpful to me as a teacher.	6	20	5	1	0
7. I would consider using this activity again.	17	14	0	1	0

SA = Strongly Agree
A = Agree
U = Unsure
D = Disagree
SD = Strongly Disagree

teachers themselves were comfortable with all 32 activities and indicated a definite need for more training with only 6 activities. They felt that 19 of the activities were meaningful to children who needed help and were unsure about the other 13. In addition, the teachers felt that all but 6 of the activities were helpful to them as teachers and would consider using all but 1 activity again.

When comparing each teacher's answers, there is considerable similarity in their responses. The only noteable variance in responses to a particular question is that of a need for more training with certain activities. The lower elementary teacher indicated a need for training with 5, and was unsure with 4, of the 11 activities she used. The afternoon kindergarten teacher needed help with 1, and the morning kindergarten teacher was unsure of the need for training with 6 activities.

The fourth objective was to effect a positive change in the behavior of children as a direct result of the use of affective activities in the classroom through this program. Evidence of this change was measured by administering the California Q-Sort and the Social Skills/Self-Esteem Group Referral Form on selected children before and after the program. The results outlined clearly indicate successful attainment of that objective.

Each child's scores on the Q-Sort were compared to the scores of the optimally adjusted personality determined by nine clinical psychologists (Block, 1978). The 13 characteristics they considered as positively defining optimal adjustment are:

35. Has warmth; has the capacity for close relationships; compassionate.

2. Is a genuinely dependable and responsible person.

60. Has insight into own motives and behavior.

26. Is productive; gets things done.

64. Is socially perceptive of a wide range of interpersonal cues.

70. Behaves in an ethically consistent manner; is consistent with own personal standards.

96. Values own independence and autonomy.

77. Appears straightforward, forthright, candid in dealings with others.

83. Able to see to the heart of important problems.

51. Genuinely values intellectual and cognitive matters. (Ability or achievement are not implied here.)

33. Is calm, relaxed in manner.

17. Behaves in a sympathetic or considerate manner.

3. Has a wide range of interests. (Superficiality or depth of interest is irrelevant here.)

The 13 characteristics the psychologists considered as negatively defining optimal adjustment are:

45. Has a brittle ego-defense system; has a small reserve of integration; would be disorganized and maladaptive when under stress or trauma.

78. Feels cheated and victimized by life; self-pitying.

86. Handles anxiety and conflicts by, in effect, refusing to recognize their presence; repressive or dissociative tendencies.

22. Feels a lack of personal meaning in life.

55. Is self-defeating.

40. Keeps people at a distance; avoids close interpersonal relationships.

68. Is basically anxious.

37. Is guileful and deceitful, manipulative, opportunistic.

36. Is subtly negativistic; tends to undermine and obstruct or sabotage.

38. Has hostility towards others. (N.B. Basic hostility is intended here; mode of expression is to be indicated by other items.)

76. Tends to project his own feelings and motivations onto others.

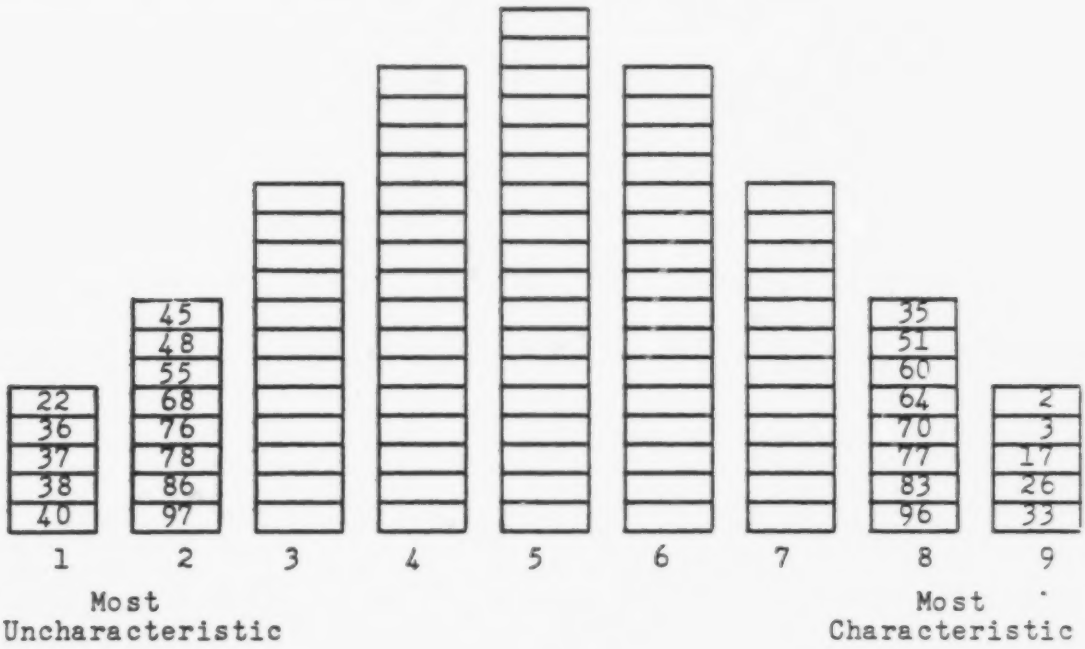
97. Is emotionally bland; has flattened effect.

The 13 positive characteristics are placed in categories 8 and 9 (most characteristic) on the California Q-Set Sorting Guide (see Appendix I). The 13 negative characteristics are placed in categories 1 and 2 (most uncharacteristic) (see Table 4).

The children's scores were compared to the optimally adjusted personality scores by locating each of the 26 characteristics on the child's Sorting Guide and assigning a point value based on the distance of each characteristic from the appropriate end of the scale (category 8 and 9 or 1 and 2). For instance, if positive characteristic #26 was located on the child's guide in category 6, it was given a score of 2 because it was two categories away from the most characteristic end (category 8

Table 4

The Optimally Adjusted Personality

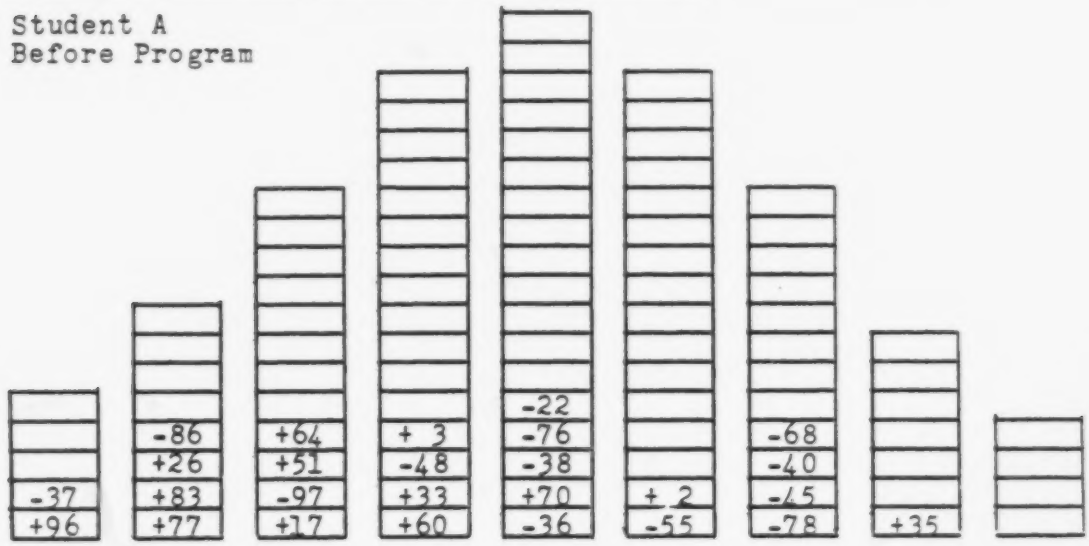


or 9) of the scale where it should have been according to the scores of the optimally adjusted personality. The farther away the characteristic was located from the appropriate end of the scale, the higher the score given (see Table 5).

For each student, the scores for each of the 26 characteristics were tallied and totaled on both Q-Sorts--the one administered before the program began and the one administered after the program ended. The change was noted in either a positive or negative direction by subtracting the "after" score from the "before" score. If the "after" score was lower, it meant the child's score moved closer to that of the optimally adjusted personality. The higher the difference between the

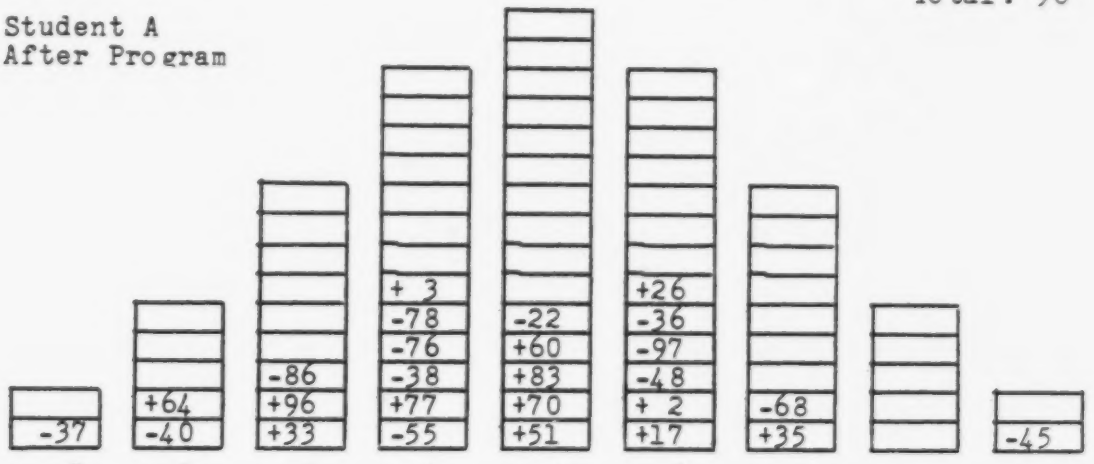
Table 5

Sample of Scoring Method Used for Q-Sort



Score: 7 18 16 14 15 6 20 -- --

Total: 96



Score: ___ 6 11 16 15 18 6 ___ 7

Total: 79

Change towards the optimally adjusted personality: +17

\- Most uncharacteristic of the optimally adjusted personality

\+ Most characteristic of the optimally adjusted personality

"before" and "after" scores the greater the change in either a positive or negative direction (see Table 6). All six of the children studied moved closer to the score of the optimally adjusted personality as a result of this program.

Table 6

California Q-Set Sorting Scores

Students:	A	B	C	D	E	F
Before the program	96	85	57	108	106	113
After the program	79	80	45	93	81	102
Change towards the optimally adjusted personality	+17	+ 5	+12	+ 15	+25	+ 11

Average change per student: +14

The Social Skills/Self-Esteem Group Referral Form is divided into four sections. The first three sections lend themselves to a numerical score for comparison. The scores before and after the program were compared section by section.

Section One: This section measures three social behaviors perceived by the teacher as most problematic for three pre-selected students. The behaviors were graded in a range from 1: "not severe" to 8: "very severe." Change in behavior was measured by comparing the score from the Social Skills/Self-Esteem Group Referral Form administered before the program to the score of the one administered after the program. The scores moved in either a positive or negative direction.

Example:

Social behavior perceived as most problematic:

(Before) 1. Self-control

How severe is this problem?

1 2 3 4 (5) 6 7 8

Not Severe — Very Severe

(After) 1. Self-control

How severe is this problem?

1 2 (3) 4 5 6 7 8

Not Severe — Very Severe

Score: + 2

The change in behavior was measured for each of the three problematic behaviors graded on the child's Group Referral Form. The scores were totaled. A plus (+) indicates a change in a positive direction. All nine students studied with this form showed change in a positive direction (see Table 7).

Table 7

Results

Change in scores after program	+7	+3	+3	+5	+12½	+3½	+3	+4	--	+45
Student	1	2	3	4*	5	6*	7	8	9	Total

Average change in score after program: +5

* Only two behaviors were graded for this child

Section Two: In the second section, teachers chose from a list of 29 specific behaviors that they felt the child needed to work on. The behaviors were:

Participating and joining in
Cooperating with others
Controlling temper
Not hitting or pushing
Not clowning or showing off
Developing self-control
Not teasing or bugging others
Telling the truth
Not interacting with others; being quiet and withdrawn
Not bragging
Sitting still
Sharing
Accepting and liking self
Not laughing at others
Other (please specify)
Not laughing at other people
Not using offensive language
Communicating feelings more openly
Compromising with others
Listening and paying attention
Playing fair (not cheating)
Not blaming others
Interrupting others
Not bossing others
Putting self down
Learn to keep friends
Standing up for self
Taking responsibility for self
Peer pressure
Handling teasing

Teachers checked the behaviors and circled those which were most important. A score was determined by adding the total number of behaviors checked and assigning one point to each. An additional point for each behavior circled was given. The score for the child after the program was subtracted from the score before the program. A decrease in the number of behaviors needing work, indicated by a positive number, signifies a positive change. All nine students showed change in a positive direction (see Table 8).

Table 8

Results

Change in score after the program	+4	+6	+2	+1	+5	+13	+13	+13	+9	+66
Student	1	2	3	4	5	6	7	8	9	Total

Average change in score per student: +7.3

Section Three: In section three of the Referral Form, teachers graded each child on 12 specific skills. The grading ranged from a low of 1 to a high of 8. A change was determined by subtracting the grade assigned before the program from the one assigned after the program. A child was awarded a point for each step moved in either a positive or negative direction on each skill. A positive score indicates a change in a positive direction. The scores on all 12 skills were totaled to measure the overall change in either a positive or negative direction. All but one child showed change in a positive direction on his total score. The one child showed a total score of -1. The scores for all the children studied ranged from -1 to +19.

The Group Referral Form scores listed in Table 9 can be used to determine the program's effectiveness with each of the 12 skills. The program effected the most change in the children's work habits. Self-esteem, communication skills, and anxiety were also affected significantly by the program.

Section Four: Section four of the Referral Form lists the teachers' comments and what they indicate to be the strengths of the child before and after the program (see Table 10). Their

Table 9

Change in Behavior Skills Scores

Skills	Students 1	2	3	4	5	6	7	8	9	Total
Skill in meeting new peers	-1	0	+1	+2	+1	+1	+1	+2	+1	+ 8
Skill in sustaining relationships with peers	0	0	0	+2	+1	+1	0	+1	0	+ 5
General mood	0	+2	0	+3	+2	1	+1	+1	+1	+ 9
Self-esteem	+1	+3	+1	+3	+1	+½	0	+2	0	+11½
Shyness	-3	0	0	+1	+1	0	+1	+1	+2	+ 3
Popularity	+1	-1	0	0	+1	0	+1	+1	+1	+ 4
Friendship	-1	+2	0	0	0	+1	0	0	0	+ 2
Social participation	-2	0	+1	-1	+1	+2	+2	+2	+1	+ 6
Anxiety	+3	+2	+1	0	+1	0	0	+3	0	+10
Perceiving communication from others	0	+2	+3	0	0	+1	0	+2	+1	+ 9
Communication with others	0	+2	+3	+2	0	-1	+1	+2	+2	+11
Work habits (task oriented behavior)	+1	+3	0	+1	+2	+1	+3	+2	+1	+14
Total	-1	+15	+10	+13	+11	+5½	+10	+19	+10	+92½

Average change in score per student: +10

Table 10

Summary of Teacher Comments

Student 1:

Strengths, before --

Has the ability to know what is going on in the group.

Can "read" peers and adults well.

Strengths, after --

Has a fantastic ability to know what the dynamics of the group are.

Is so creative and values creativity and humor.

Comments, before --

Is strong in her convictions. May be an "obsession."

Comments, after --

Participates more often in group activities.

Is committed to her own beliefs and feelings.

Has become more in control of herself and accepts authority more readily.

Student 2:

Strengths, before --

Really tries to understand his peers' feelings.

Is kind to his classmates and may comfort them if he notices that they are upset.

Strengths, after --

Is very sensitive to those he cares about.

Wants to be liked and really tries to be accepted, although at times his impulsive behavior takes over.

Table 10 (continued)

Comments, before --

Has a tendency to get "wound-up" and it becomes difficult for him to get calm.

Comments, after --

Has developed closer friendships and is not nearly as isolated from the group as before. I have really noticed a change in _____.

Seems a lot more confident. Fewer students use _____ as a "scapegoat"--was used quite often before.

Student 3:

Strengths, before --

Has an uncanny ability to see positives in negative situations. Has insight.

Strengths, after --

Reads others very well. Is aware of the group's problems even more than of self.

Comments, before --

Becomes frustrated with new material.

Is often anxious due to fear of failure. Low self-esteem.

Comments, after --

Has relaxed more.

Does a much better job of controlling his temper and attempts to calm himself down before approaching the problem.

Table 10 (continued)

Student 5:

Comments, before --

Intellectual capacity evident although hard to assess due to certain difficulties (i.e., attention span, lack of confidence in abilities, etc.)

Student 7:

Strengths, before --

Enjoys outside activities.

Can be cooperative.

Takes direction fairly well.

Strengths, after --

Friendly, cooperative.

Comments, after --

Has really improved in work habits and willingness to complete tasks.

Student 8:

Strengths, before --

Seems happy most of the time.

Enjoys outside games.

Shares things easily.

Strengths, after --

Participates well in group; generally cheery.

Shares feelings.

Comments, after --

More willing to finish work.

Table 10 (continued)

Student 9:

Strengths, before --

Has a nice disposition with adults. Can help others.

Strengths, after --

Sensitive.

Comments, after --

Seems to be able to solve problems with other children more readily.

Comments reinforce the numerical scores by affirming positive change in six of the nine children. The total of the numerical scores of all three sections again shows that improvement was measured on all nine children (see Table 11).

Table 11

Summary of Scores

Students	1	2	3	4	5	6	7	8	9
Part One:									
Social Behaviors perceived as problematic	+ 7	+ 3	+ 3	+ 5	+12½	+ 3½	+ 3	+ 4	+ 4
Part Two:									
Specific behaviors to work on	+ 4	+ 6	+ 2	+ 1	+ 5	+ 4	+13	+13	+ 9
Part Three:									
Twelve specific skills	- 1	+15	+10	+13	+11	+ 5½	+10	+19	+10
Total	+10	+24	+15	+19	+28½	+13	+26	+36	+23

The final objective of the program was to help teachers recognize the value of affective education. This was measured by Teacher Questionnaire #2 (see Appendix G). The questionnaire asked for the teachers' opinions of the effectiveness of the program on 11 different issues. A numeric score was applied to each answer ranging from strongly agree (+2) to strongly disagree (-2). A positive score indicates a positive evaluation.

All three teachers felt the children's self-awareness and self-acceptance improved, that the children are communicating their thoughts and feelings more effectively, and they are more comfortable utilizing the affective activities in their classrooms (see Table 12). Two of the teachers agreed and one was unsure that children now are more accepting of each other, that they feel better able to deal with the emotional needs of the children in their classes, and that they will use these activities more often than they did before the program. Two teachers agreed and one disagreed that the classroom is running more smoothly and that they have a better understanding of the importance of meeting the emotional and social needs of children through the use of affective activities.

One teacher agreed, one was unsure, and one disagreed that the quantity and intensity of conflict seems to have decreased in the classroom. The one who disagreed indicated that she felt the reason was that the program was used only with the kindergarten children and not the rest of the preschool children who were in the same class. One teacher agreed and two were unsure that they are better able to handle conflict as it occurs in the classroom.

Table 12

Responses to Teacher Questionnaire #2

Questions	Responses				
	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
	+2	+1	0	-1	-2
1. I think that as a whole the children's self-awareness and self-acceptance has improved.		A B C			
2. I think that as a whole children are now more accepting of each other.		A C	B		
3. I think that children are communicating their thoughts and feelings more effectively.	B	A C			
4. The quantity of conflict seems to have decreased in my classroom.		C	A	B*	
5. The intensity of the conflict that occurs seems to have decreased.	C		A	B*	
6. I feel my classroom is running more smoothly.		A C		B*	
7. I feel better able to deal with the emotional needs of children in my class.		A B	C		

Table 12 (continued)

Questions	Responses				
	Strongly Agree +2	Agree +1	Unsure 0	Disagree -1	Strongly Disagree -2
8. I feel better able to handle conflict as it occurs in my classroom.		B	A C		
9. I have a better understanding of the importance of meeting the emotional and social needs of children through the use of affective activities.		B C		A	
10. I am more comfortable utilizing affective activities in my classroom.	B	A C			
11. I feel that I will use these activities more often than I did before the program.	A B		C		

* See general comments of Teacher B

The general comments of the teachers indicated that they felt the program was effective (see Table 13). They mentioned that the program needs to be extended over a longer period of time. All three felt that the program should be continued and expanded to include participation by all staff.

The total scores of the teachers on the questionnaire (+7, +7, and +9) show positive evaluations but do not meet the criterion for success set at +11. A score of +11 would indicate an average score equal to agreement on all 11 issues. This criterion may have been unrealistically high. In addition, the fact that one teacher disagreed on three of the issues because the program was not used with the entire preschool should also be taken into account. Had she evaluated the effects of the program on just the kindergarten class, the scores may have been closer to the set criterion.

Conclusions

The evaluative tools used to measure the effectiveness and success of this program clearly indicate that the objectives were met. All children showed change in a positive direction on both the Q-Sort and the Group Referral Form. The teachers themselves felt that the program was effective and that it should be continued and expanded. The resource library is in place and being used as a source of ideas for using affective activities in the classroom. Only one final measure of effectiveness is lacking and would be recommended. Some form of follow-up after one or two months should be implemented to see if teachers are continuing to use the activities in their

Table 13

General Comments About Teachers' Experiences

Teacher A: I enjoyed it and feel the children generally made progress.

*Teacher B: I feel these areas would be affected more if all preschoolers were involved.

Teacher C: I can see a difference in the students' attitudes about self and others, particularly authority, but I think I would notice a stronger effect over a longer period of time.

How do you feel the program could be improved?

Teacher A: Working with them for a longer period of time would have shown more results. Starting at the beginning of the year.

Teacher B: Focus more on specific areas of need.

Teacher C: Set affective activities across the curriculum.

Do you feel the program should be continued and expanded to include participation by all staff? Why or why not?

Teacher A: Yes. I'm not sure that the affective program would work with a larger group and younger group such as preschool circle. Small groups are more effective.

Teacher B: Yes, because it is important in the development of young children. This did not change for me because I already had a strong feeling for this need.

Teacher C: Yes. Affective learning is as important as cognitive.

Total score possible by category:

Strongly Agree: +22; Agree: +11; Unsure: 0; Disagree: -11; Strongly Disagree: -22

Total score of teachers:
Teacher A: +7; Teacher B: +7; Teacher C: +9

classrooms and to what extent. The goal of this program was to encourage the use of affective activities at all levels in the school. The program assured their usage through its structure, but there are no guarantees that this will continue.

Recommendations

The following recommendations will improve upon and facilitate the use of an affective program in preschool and elementary classrooms:

1. The California Q-Sort which was used as an evaluation tool in this practicum is written for adults. At the beginning of this practicum, the writer was unaware that there is also a Q-Sort written for children. The California Child Q-Sort would be recommended for use if this program were to be replicated.

2. The resource library was an important aspect of this program. The library contained only one copy of each book, and the teachers had difficulty sharing them. The writer would recommend having several copies of each book available for staff to use.

3. All the participating teachers felt that the program should have been carried out over a longer period of time. The writer agrees with this evaluation. Ideally, the program should be extended over the entire school year.

4. The recommendation made by the kindergarten teacher that the activities be used with all preschool children was well taken. More practice and training sessions would be

needed, however, to determine ways to apply the affective activities to that young an age group. New activities would need to be created since most activities described in the resources were geared toward elementary-age children.

5. When using affective activities with 3 and 4-year-old children, a small group would be necessary. Integrating these activities into the classroom structure would require planning and possibly extra staff, depending on the student-teacher ratio in the preschool class.

6. A follow-up on the teachers is recommended to be held approximately three months after the implementation phase of the program to determine if affective activities are still being used in the classroom and to what extent.

Dissemination

The results of this practicum will be disseminated in two ways. First, the results will be shared with the staff of the Montessori Learning Center by providing copies of the practicum for them to read and by discussing the results in staff meeting. Teachers will be encouraged to continue using these activities in their classrooms and some sort of follow-up measurement will be planned. Second, the writer and school psychologist will conduct workshops on the importance of using affective activities in preschool and elementary classrooms. This practicum will be shared and used to demonstrate that an affective curriculum in the schools can bring about positive change in the behavior and social skills of the children.

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The Montessori Learning Center was started with an idea--that school and learning could and should be something that all children enjoy. It was started by Sharon Carlson, an elementary teacher who had that idea when she began teaching in public school in 1966. Five years later, she realized that the idea could not be carried out in the public school system. As long as goals were set by the adults without regard to the individual capabilities and needs of the children, some children were sure to fail, while others would be bored and frustrated. These children would inevitably come to feel that learning was a chore and going to school an unhappy experience. No child wants, or tries to fail, but Sharon saw children essentially being forced to, by a system that tested, graded, and labeled children's performance without regard to their individual capabilities.

As a remedial reading teacher, Sharon worked with children who had failed, and found that as soon as they were allowed to work at their own ability level, their attitude toward learning and themselves immediately began to change and progress was immediate.

Because of the children's discontent and frustration, Sharon knew she would never return to the public school system when she left in 1971 to have a baby. Soon after she became interested in a philosophy and method of education designed by Maria Montessori. She was basically attracted to this approach because of the happiness she saw in the faces of children in every Montessori school she visited. Children were learning and loving every minute of it.

Sharon discovered that the basic principle of Montessori education was that each child must be allowed to learn what he/she was really interested in learning,as opposed to what curriculum designers, school boards, or teachers decided they should learn. Under this principle, preschool children by their own choosing were not only learning, but were learning more than those students in traditional first grade classrooms. These preschoolers were learning to read, write, add, subtract, multiply, and divide through the use of the unique materials designed by Maria Montessori which presented these complicated processes so simply that four and five year old children could learn them with relative ease.

After studying the Montessori educational system further, Sharon decided to open a Montessori school in Lancaster. She and her former husband began renovating the first floor of their home at 230 S. Ann St. in April of 1973. On October 1st, the Montessori Learning Center was opened with an initial enrollment of eleven preschool children. By the end of that first year the enrollment had grown to twenty-eight and in January of the following year, she moved out of the upstairs to make room for the steadily growing school.

In August, 1975, a new location was obtained at 1693 Oregon Pike. This old house had to be largely renovated and approved for occupancy in time for the fall semester. With the help of the parents, these renovations were completed in time and the school opened with 56 preschool students. A first grade program was incorporated into the preschool and two students enrolled as first graders.

Two years later, in 1977, the school moved again to its current location at 1954 Fruitville Pike. The building was designed according to Sharon's specifications. Additional classrooms enabled the school to begin a separate elementary program. One grade was added each year and in 1979, a classroom was rented at the Y.W.C.A. to accommodate the growing elementary program. Three years later, classroom space for the elementary program was obtained in the adjacent building, where the program is now located.

The preschool program consists of three classrooms and a large outdoor area. The children come in and move through these rooms selecting what they wish to do. There are four teachers that operate as a team, covering the space and providing assistance and direction when and where it is needed. Learning takes place as the children work with the materials in the classrooms. The teachers do not "teach" in the traditional sense, but assist each individual child. The materials do the teaching.

The elementary program consists of two classrooms. The lower elementary is for first and second grade children. The primary purpose of this program is to establish children in reading and the basics of math. They do not move on to middle elementary until they have a solid foundation in these two areas. Both elementary classes are totally individualized. Each child is working at his/her own rate and ability level, and there are no grades or labels. Children's performance is measured only by their progress in relation to their capabilities. All concepts are taught through physical, hands-on materials, much of which was designed by Maria Montessori or made by the teachers. Textbooks are supplementary to the materials.

In the middle and upper elementary class, children are on a contract system. Extensive records are used to keep track of the materials and what each child has accomplished. Each week a child is given a contract indicating what work that child is to do for the week. From this contract, the child selects what he/she will do each day. If the child has particular interests that he/she would like to pursue, there is flexibility to accommodate that. The child is free to move as quickly and as far as he/she is able to go, thus eliminated the frustration that so many gifted children experience in a traditional system.

Tests are given when a child feels ready to take one with the only purpose being to determine if the child knows the materials or is able to do a skill without assistance. If the child does not pass the test, he/she corrects any errors, and it becomes a practice excercise. When the child feels ready, the test is taken again. No stigma is attached to failing and therefore there is no need to cheat. Tests become a vechile for learning, not a measurement for grading or labeling.

The atmosphere at the Montessori Learning Center is alive with children actively involved in their learning and environment--moving, doing, interacting, and enjoying. Learning is something that is spontaneous and automatic--a natural by-product of a happy and stress-free environment, rich with learning materials.

full circle development

Your child's natural energy is channeled creatively with outdoor equipment and special physical activities which develop motor skills.

In an atmosphere of self-discipline and freedom of choice your child can explore his inherent creativity and intellectual curiosity.

Using hands-on educational materials your child begins early mastery of reading, writing, arithmetic, geography and science.

Self-esteem and character skills develop as your child communicates, deals with conflicts, solves problems, and expresses feelings with his fellow peers.

for a well-rounded child

APPENDIX B
BROCHURE

initiative
responsibility
self reliance
adaptability
confidence
social maturity
intellectual curiosity
competence
self discipline
for
your
child's
future

Montessori Learning Center
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Lancaster, PA 17601

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Lancaster, PA 17601

at the
Montessori
Learning Center
all children
are given the
opportunity
to develop
to their
fullest
potential

Appendix C

Teacher Questionnaire #1

The affective curriculum consists of planned experiential activities specifically designed to help children develop a better awareness, understanding and acceptance of themselves and of their classmates. The activities help to improve skills in communicating, expressing and understanding feelings, enhancing self-esteem, communicating, relating to others, and dealing with behavior problems.

The purpose of this questionnaire is to determine your opinions and needs with regard to the use of affective activities in your classroom

Signature Symbol: Date:

Class: (circle) preschool elementary

1. I feel it is beneficial to use affective activities in the classroom.

strongly agree agree unsure disagree strongly disagree

2. Affective activities presently have a significant place in my daily classroom schedule.

strongly agree agree unsure disagree strongly disagree

3. I feel affective activities could have more of a priority in my classroom curriculum.

strongly agree agree unsure disagree strongly disagree

4. I need specific suggestions for affective activities that I could use in my classroom.

strongly agree agree unsure disagree strongly disagree

5. I need training and guidance in how to use affective activities in my classroom.

strongly agree agree unsure disagree strongly disagree

APPENDIX D

Affective Activities Curriculum Guide

This guide is designed to assist instructors to find activities that develop affective skills. The activities are grouped according to the skills enhanced by each activity. Using this guide, instructors wishing to develop skills in problem solving may refer to the section "Affective Activities: Relating to Others (Problem Solving)" to find the titles and sources of affective activities that develop this skill. He/she may then refer to the index where the activities are listed alphabetically to find other skills enhanced by the activity selected. The skills in the index are coded using the letters indicated. The sources referred to in the guide and their code letters are listed in the reference section.

SKILL AREAS

Instructional Techniques - T

Understanding Feelings - F

- Positive (P)
- Negative (N)

Enhancing Self-Esteem - SE

- Awareness of Self and Others (A)
- Acceptance of Self and Others (AC)
- The Giving and Receiving of Recognition (R)
- Goal Setting (G)

Communicating With Others - C

- Verbal (V)
- Nonverbal (NV)
- Receptive/Listening (R)

Dealing With Behavior Problems - BP

Relating to Others - R

- Appropriate Behavior (A)
- Cooperation (C)
- Problem Solving (PS)
- Empathy (E)

REFERENCES

WESCC

Canfield, J. & Wells, H. 100 Ways to Enhance Self-Concept in the Classroom. New Jersey: Prentice-Hall, 1976.

EA

Cedolin, Anthony. The Effect of the Affect. California: Academic Therapy Publications, 1977.

HES

Read, Donald & Simon, Sidney. Humanistic Education Sourcebook. New Jersey: Prentice Hall, Inc. 1975

DTA

White, Susan. Social Skills and Self-Esteem Development Through Drama Therapy Activities. Minnesota, 1985.

HE

Valett, Robert. Humanistic Education--Developing the Total Person. St. Louis, Ill: C.V.Mosby Co. 1977.

AFFECTIVE ACTIVITIES: TECHNIQUES

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Are You Someone Who:		X	HE	388-90
Baker's Dozen	X	X	WESCC	148
Brainstorming		X	EA	54
Breathing Exercises		X	DTA	21
Car Wash	X	X	WESCC	223
Class Applause	X		WESCC	222
Class Quaker Meeting		X	EA	48
Classroom Rewards	X		EA	55
Clowning Activity		X	DTA	29
Compliment Circle		X	DTA	15
Contracts	X		DTA	23
Creative Dramatics		X	HES	440-42
Death Row Decisions		X	EA	48
Feeling Walks		X	DTA	25
Group Problem Solving		X	HE	165
I Learned Sentences		X	HES	401
Incomplete Sentences		X	WESCC	209-13
Magic Circle		X	HE	457-459

AFFECTIVE ACTIVITIES: TECHNIQUES

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Methods of Drama Therapy		X	DTA	8
Mirrors		X	DTA	22
Movement Exercises		X	HES	442-44
Ombudsman	X		EA	54
Pantomime and Playmaking		X	HES	446-49
Positive Reinforcement	X		WESCC	83
Problem Solving		X	EA	47
Rank Orders		X	HES	405
Re-entry Questions		X	WESCC	72
Relaxation and Breathing Exercise		X	DTA	18
Role Playing		X	EA	37
START		X	DTA	37-39
START Problem Solving	X		DTA	28
Sensory and Body Awareness		X	HES	444-46
Small Group Discussion Issues		X	HES	406
Sociodrama		X	HES	409-14
Some Body Games		X	WESCC	150
Sucess Fantasy		X	WESCC	39

AFFECTIVE ACTIVITIES: TECHNIQUES

ACTIVITY	SETTING: CLASSROOM GROUP	SOURCE:	PAGE:
The Jury Is Out	X	EA	55
Thinking and Relaxing	X	EA	32
Thought-Feeling Sheets	X	HES	403
Voting and Additional Question	X	WESCC	110
Warm Up Activities	X	DTA	41-42

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
All in the Family		X	HE	157
Assuming Social Respons- ibility: Social Committment		X	HE	110
Awareness of Others: Faith		X	HE	97
Baker's Dozen	X	X	WESCC	148
Basic Feelings: Anger		X	HE	85
Basic Feelings: Hope		X	HE	86
Black History		X	EA	39
Car Wash	X	X	WESCC	227
Card Game		X	WESCC	65
Class Applause	X		WESCC	222
Comfortabl and Uncomfortable Feelings		X	DTA	36
Communication Through Facial Expression		X	DTA	30
Communication Through Body Language		X	DTA	32
Communication Through Hands And Arms		X	DTA	26
Communication Through Vocal Tones		X	DTA	34
Compliment Circle		X	DTA	15
Courtesy Counts	X		EA	39
Critical Emotional Concerns: Joy		X	HE	90

ACTIVITY	SETTING: CLASSROOM GROUP	SOURCE:	PAGE:
Critical Emotional Concerns School Success/Frustration	X	HE	89
Dear Me Letter	X	WESCC	70
Death Row Decisions	X	EA	48
Dictionary of Abstract Feelings	X	EA	24
Expressing Human Feelings	X	HE	84
Facial Expression Guessing Game	X	DTA	31
Feeling Good	X	EA	28
Feeling Mirrors	X	DTA	31
Feeling Symphony	X	DTA	33
Feeling Walks	X	DTA	25
Feelings Guessing Game	X	DTA	30
Friendly Sentence Stubs	X	WESCC	226
Friends	X	WESCC	221
Friendship Wagon	X	EA	20
Happiness Is../Frustration Is..	X	EA	28
Happiness is a Collage	X	EA	19
Happy or Not	X	HES	406
Hello	X	DTA	14

ACTIVITY	SETTING: CLASSROOM GROUP	SOURCE:	PAGE:
Here and Now Wheel	X	WESCC	21
How Does It Feel?	X	EA	38
I CAN'T...I Won't	X	WESCC	202
If I Were God of the Universe	X	WESCC	182
Images of Clay	X	HE	165
It Ain't New	X	EA	34
Labels	X	EA	40
Making It Real	X	WESCC	102
Making Your Wants Known	X	WESCC	180
Mirror, Mirror on the Wall	X	HE	161
Movement Exercises	X	HES	442-44
Moving With Mindfulness	X	WESCC	166
My Happy Moments	X	EA	28
My Three Wishes	X	EA	24
Nicknames	X	WESCC	103
Object Sharing	X	WESCC	64
Observe Facial Expressions	X	DTA	30
One-Way Feeling Glasses	X	WESCC	225

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Paint Your Own Picture		X	EA	29
Pass the Feeling		X	DTA	35
Personal Evaluation Sheet		X	WESCC	94
Please...no!:...yes...no'		X	WESCC	204
Predicting Personal Conse- quences		X	HE	108
Quickies	X	X	WESCC	85
Rank Orders		X	HES	405
Re-entry Questions		X	WESCC	72
Reflective Listening		X	WESCC	75
Rip Off		X	EA	38
Scrapbook of Happiness		X	EA	28
Secret Pal		X	EA	19
Self-Consciousness: Who Am I?		X	HE	94
Self-Evaluation	X		EA	45
Sensory Awareness		X	WESCC	165
Sensory and Body Awareness		X	HES	444-46
Skills for Social Living: Kindness		X	HE	101
Skills for Social Living: Tolerance		X	HE	102

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Social Acceptance	X		HE	166
Social Competency: Living Together in Peace	X		HE	82
Some Body Games	X		WESCC	150
Student Response Sheet	X		EA	52
Teacher Feedback	X		WESCC	78
The Family	X		WESCC	217
The Magic Box	X		WESCC	42
The Trust Wall	X		WESCC	157
Thought-Feeling Sheets	X		HES	403
Thoughts/Feelings Book	X		EA	27
Vocal Tones	X		DTA	32
Volunteering	X		WESCC	207
What If...	X		WESCC	129
Who Am I Questionaire	X		WESCC	117

AFFECTIVE ACTIVITIES: UNDERSTANDING FEELINGS (POSITIVE)

ACTIVITY	SETTING: CLASSROOM GROUP	SOURCE:	PAGE:
Autobiographical Sharing	X	WESCC	33
Bragging	X	WESCC	47
Happy Package	X	WESCC	178
Meaningful Symbols	X	WESCC	63
On My Mind	X	WESCC	59
Personal & Social Commitment: Service	X	HE	104
Positive Feelings	X	WESCC	107
Positive Support Techniques	X	WESCC	111
The Name Game	X	WESCC	31
The Nourishing Game	X	WESCC	99

AFFECTIVE ACTIVITIES: UNDERSTANDING FEELINGS (NEGATIVE ACTIVITY

SETTING:	CLASSROOM GROUP	SOURCE:	PAGE:
IALAC	X	WESCC	91
Killer Statements and Gestures	X	WESCC	67
Positive Mantram	X	WESCC	69
Self-Control: Yelling	X	HE	98
Self-Discipline: Destructiveness	X	HE	99
Voting and Additional Question	X	WESCC	118

AFFECTIVE ACTIVITIES: ENHANCING SELF-ESTEEM (AWARENESS OF SELF AND OTHERS)

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Adjective Snake	X		EA	22
Adjective Wardrobe	X		WESCC	123
All About Me	X		EA	21
Ask Yourself If You Might..	X		EA	47
Autobiographical Questionnaire	X		WESCC	25
Autobiographical Sharing	X		WESCC	33
Awareness Card	X		EA	24
Baker's Dozen	X	X	WESCC	148
Basic Feelings: Hope	X		HE	86
Basic Skills	X		EA	48
Body Tracing	X		WESCC	159
Breathing Exercises	X		DTA	21
Card Game	X		WESCC	65
Careers	X		EA	48
Coat of Arms	X		EA	20
Collage of Self	X		WESCC	53
Commercial For Oneself	X		WESCC	109
Constructive Fantasy	X		EA	45

AFFECTIVE ACTIVITIES: ENHANCING SELF-ESTEEM (AWARENESS OF SELF AND OTHERS)

ACTIVITY	SETTING: CLASSROOM GROUP	SOURCE:	PAGE:
Continuum Voting	X	EA	50
Critical Emotional Concerns: Jo-	X	HE	90
Critical Emotional Concerns School Success/Frustration	X	HE	89
Dear Me Letter	X	WESCC	70
Expressing Human Feelings	X	HE	84
Family Tree	X	WESCC	219
Find Out About Me	X	EA	22
Fingerprints	X	WESCC	154
Five Years Ahead: Resume	X	WESCC	191
Friendly Sentence Stubs	X	WESCC	226
Future Shock	X	EA	52
Getting To Know You	X	WESCC	37
Goal Setting	X	EA	51
Guess Who I Am?	X	WESCC	35
Here and Now Wheel	X	WESCC	21
Hogan's Heroes	X	EA	51
I Learned Sentences	X	HES	401
I Want to Be	X	WESCC	179

AFFECTIVE ACTIVITIES: ENHANCING SELF-ESTEEM (AWARENESS OF SELF AND OTHERS)

ACTIVITY	SETTING: CLASSROOM GROUP	SOURCE:	PAGE:
If I Could Be	X	WESCC	127
If I Had My Way, I Would???	X	EA	56
If I Were...	X	WESCC	125
Images of Clay	X	HE	165
Incomplete Sentences	X	WESCC	209-17
Introducing Me	X	EA	25
Know Your Parents, Teachers Friends	X	EA	30
Knowing Each Other	X	EA	19
Likes & Dislikes	X	EA	22
Little Ole Me	X	EA	27
Making Self-Judgments	X	HE	158
Meaningful Symbols	X	WESCC	63
Memories	X	EA	24
Mirror Mirror	X	WESCC	155
Mirror, Mirror on the Wall	X	HE	161
Mirrors	X	DTA	22
Motorcycle Fantasy	X	WESCC	145
Movement Exercises	X	HES	442-44

AFFECTIVE ACTIVITIES: ENHANCING SELF-ESTEEM (AWARENESS OF SELF AND OTHERS)

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Moving With Mindfulness	X		WESCC	166
Multiple Choices	X		EA	57
My Ancestors Were Di	X		EA	40
My College	X		EA	22
My Home	X		EA	27
My Name Banner	X		EA	20
My Order of Happiness	X		EA	45
My Priorities	X		EA	52
My Three Wishes	X		EA	24
My Wish	X		HE	156
Object Sharing	X		WESCC	64
On My Mind	X		WESCC	59
One Special Thing	X		WESCC	33
Operation Self Image	X		WESCC	81
Owl Game	X		WESCC	115
Pantomime Game	X		DTA	14
Pantomime and Playmaking	X		HES	446-49
Personal Coat of Arm	X		WESCC	51

AFFECTIVE ACTIVITIES: ENHANCING SELF-ESTEEM (AWARENESS OF SELF AND OTHERS)

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Personal Evaluation Sheet		X	WESCC	94
Personal Time Line		X	WESCC	27
Please...no!...yes...no!		X	WESCC	204
Positive & Negative Self- Concept		X	HE	159
Qualities	X	X	WESCC	85
Rank Orders		X	HES	405
Re-entry Questions		X	WESCC	72
Relaxation Script		X	DTA	20
Roll Call	X		EA	24
Self-Consciousness: Who Am I?		X	HE	94
Self-Portrait		X	WESCC	55
Self-Worth: Confidence		X	HE	80
Sensory Awareness		X	WESCC	165
Sensory and Body Awareness		X	HES	444-46
Small Group Discussion Issues		X	HES	406
Some Body Games		X	WESCC	150
Student Photography		X	WESCC	153
Sucess Fantasy		X	WESCC	39

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Success Sharing	X		WESCC	41
The Journal		X	WESCC	21
The Journal-A Beginning		X	WESCC	23
The Life Line		X	WESCC	29
The Metaphore Game		X	WESCC	121
The Name Game		X	WESCC	31
The Six O'Clock News		X	WESCC	192
This Is My Life Bulletin Board		X	EA	24
Thoughts/Feelings Book		X	EA	27
Trip to Mars		X	ME	167
Twenty Things I Like to Do		X	WESCC	133
Twenty-One Questions		X	WESCC	173
Unfinished Sentences		X	EA	30
Weekly Reaction Sheets	X	X	WESCC	139
What If...		X	WESCC	129
What Would You Do?		X	EA	53
What's In A Name		X	WESCC	105
Who Am I Questionaire		X	WESCC	117

AFFECTIVE ACTIVITIES: ENHANCING SELF-ESTEEM (AWARENESS OF SELF AND OTHER

ACTIVITY	SETTING: CLASSROOM GROUP	SOURCE:	PAGE:
Who Am I?	X	ME	103
Who Are We?	X	WESCC	175
Wishing	X	WESCC	177
Words That Describe Me	X	WESCC	195

AFFECTIVE ACTIVITIES: ENHANCING SELF-ESTEEM (ACCEPTANCE OF SELF AND OTHERS)

ACTIVITY	SETTING: CLASSROOM GROUP	SOURCE:	PAGE:
Adjective Wardrobe	X	WESCC	123
Black History	X	EA	39
Composite Picture	X	WESCC	161
Continuum Voting	X	EA	50
Family Tree	X	WESCC	219
How Are We the Same or Different	X	DTA	16
How Does It Feel?	X	EA	38
I Am Not My Description	X	WESCC	197
I CAN'T...I Won't	X	WESCC	202
I'm Late, I'm Late for a Very Important Date	X	EA	30
If I Were...	X	WESCC	125
Labels	X	EA	40
Mirror Mirror	X	WESCC	155
No One Is Perfect	X	DTA	16
One of a Kind	X	WESCC	137
People Are Alike and Different	X	EA	31
Positive & Negative Self-Concept	X	HE	159
Positive Mantram	X	WESCC	69

AFFECTIVE ACTIVITIES: ENHANCING SELF-ESTEEM (ACCEPTANCE OF SELF AND OTHERS)

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Public Interview		X	WESCC	140
Quickies	X	X	WESCC	85
Scapegoating		X	EA	39
Self-Evaluation	X		EA	45
Skills for Social Living: Tolerance		X	HE	102
Social Silhouettes		X	WESCC	59
Student Response Sheet		X	EA	52
The Family		X	WESCC	217
The Tyranny of Should		X	WESCC	198
Think		X	EA	33
Two Choice Decisions		X	EA	43
Voting and Additional Question		X	WESCC	118
We Are All Different		X	DTA	16
What's Respect		X	EA	29

FFECTIVE ACTIVITIES: ENHANCING SELF-ESTEEM (GIVING & RECEIVING OF RECOGNITION)

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Awards Day	X		EA	32
Birthday King or Queen	X		EA	20
Car Wash	X	X	WESCC	223
Chalkboard Note Corner	X		EA	31
Class Applause	X		WESCC	222
Classroom Rewards	X		EA	55
Collage of Self		X	WESCC	53
Commercial For Oneself		X	WESCC	109
Compliment Circle		X	DTA	15
Composite Picture		X	WESCC	161
Dear Me Letter	X		WESCC	70
Friendship Wagon	X		EA	20
Good Strokes		X	HE	168
Greeting Cards		X	EA	32
Guess Who I Am?		X	WESCC	35
Making It Real		X	WESCC	102
Medal of Honor		X	EA	35
Memories		X	EA	24

FFECTIVE ACTIVITIES: ENHANCING SELF-ESTEEM (GIVING & RECEIVING OF RECOGNITION)

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Need An Expert		X	EA	34
Nicknames		X	WESCC	103
One Special Thing		X	WESCC	33
Operation Self Image	X		WESCC	81
Pantomime Game		X	DTA	14
Personal Valentines and Christmas Cards		X	EA	34
Positive Reinforcement	X		WESCC	83
Positive Support Techniques		X	WESCC	111
Pride Line		X	WESCC	47
Quickies	X	X	WESCC	85
Secret Pal		X	EA	19
Social Silhouettes		X	WESCC	59
Strength Bombardment		X	WESCC	96
Student of the Day	X		EA	31
Student of the Week		X	WESCC	101
Success A Day	X		WESCC	49
Success Symbols		X	WESCC	57
Sucess Sharing	X		WESCC	41

FFECTIVE ACTIVITIES: ENHANCING SELF-ESTEEM (GIVING & RECEIVING OF RECOGNITION)

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
The Magic Box	X		WESCC	42
The Nourishing Game	X		WESCC	99
Warm Fuzzy Learning Center	X		EA	31
What's My Bag	X		WESCC	58
Who's Who	X		WESCC	138

AFFECTIVE ACTIVITIES: ENHANCING SELF-ESTEEM (GOAL SETTING)

ACTIVITY	SETTING: CLASSROOM GROUP	SOURCE:	PAGE:
Basic Feelings: Anger	X	HE	85
Basic Feelings: Hope	X	HE	86
Classroom Rewards	X	EA	55
Constructive Fantasy	X	EA	45
Contracts	X	DTA	23
Five Years Ahead: Resume	X	WESCC	191
Goal Setting	X	EA	51
Hogan's Heroes	X	EA	51
I Learned Sentences	X	HES	401
I Want to Be	X	WESCC	179
If I Could Be	X	WESCC	127
If I Were God of the Universe	X	WESCC	182
If I Were...	X	WESCC	125
Mirror, Mirror on the Wall	X	HE	161
My Wish	X	HE	156
No One Is Perfect	X	DTA	16
Personal Coat of Arm	X	WESCC	51
Predicting Personal Conse- quences	X	HE	108

AFFECTIVE ACTIVITIES: ENHANCING SELF-ESTEEM (GOAL SETTING)

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Re-entry Questions		X	WESCC	72
Self-Consciousness: Who Am I?		X	HE	94
Self-Contracting	X		EA	46
Self-Evaluation	X		EA	45
Self-Worth: Confidence		X	HE	83
The Goal Post		X	WESCC	187
The Life Line		X	WESCC	29
The Name Game		X	WESCC	31
The Six O'Clock News		X	WESCC	192
Twenty Things I Like to Do		X	WESCC	133
Twenty-One Questions		X	WESCC	173
Weekly Reaction Sheets	X	X	WESCC	139
Wishing		X	WESCC	177
Words That Describe Me		X	WESCC	195

AFFECTIVE ACTIVITIES: COMMUNICATING WITH OTHERS (VERBAL)

ACTIVITY	SETTING: CLASSROOM GROUP	SOURCE:	PAGE:
Advertising	X	EA	32
All in the Family	X	HE	153
Awareness of Others: Attending to Others	X	HE	96
Chain of Communication	X	EA	30
Greeting Cards	X	EA	32
Know Your Congressman	X	EA	50
Knowing Each Other	X	EA	19
My Wish	X	HE	156
New Planet	X	EA	52
Positive Feelings	X	WESCC	107
Public Interview	X	WESCC	140
Small Group Discussion Issues	X	HES	406
Student Response Sheet	X	EA	52
Telegram	X	EA	31
The Jury Is Out	X	EA	55
The Nourishing Game	X	WESCC	99
Unequal Resources	X	EA	51
Urge Telegrams	X	HES	401

AFFECTIVE ACTIVITIES: COMMUNICATING WITH OTHERS (VERBAL)

ACTIVITY			
SETTING: CLASSROOM GROUP	SOURCE:	PAGE:	
Who Am I?	X	HE	158

AFFECTIVE ACTIVITIES: COMMUNICATING WITH OTHERS (NONVERBAL)

ACTIVITY	SETTING: CLASSROOM GROUP	SOURCE:	PAGE:
Body Language	X	EA	40
Clowning Activity	X	DTA	29
Commercial For Oneself	X	WESCC	109
Communication Through Facial Expression	X	DTA	30
Communication Through Body Language	X	DTA	32
Communication Through Hands And Arms	X	DTA	26
Communication Through Vocal Tones	X	DTA	34
Facial Expression Guessing Game	X	DTA	31
Feeling Mirrors	X	DTA	31
Feeling Symphony	X	DTA	33
Feelings Guessing Game	X	DTA	30
If I Were A...	X	EA	39
Making Your Wants Known	X	WESCC	180
Observe Facial Expressions	X	DTA	30
Pass the Feeling	X	DTA	35
Vocal Tones	X	DTA	32

AFFECTIVE ACTIVITIES: COMMUNICATING WITH OTHERS (RECEPTIVE/LISTENING)

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Achtung!	X		EA	41
Awareness of Others: Attending to Others	X		HE	96
Images of Clay	X		HE	165
New Planet	X		EA	52
Reflective Listening	X		WESCC	75
Student Response Sheet	X		EA	52
The Jury Is Out	X		EA	55
Who Am I?	X		HE	158

AFFECTIVE ACTIVITIES: DEALING WITH BEHAVIOR PROBLEMS

ACTIVITY	SETTING: CLASSROOM GROUP	SOURCE:	PAGE:
Acting Out Problem Behaviors	X	DTA	19
Classroom Behaviors	X	EA	41
Identifying Behavior Problems	X	DTA	18
Making Your Wants Known	X	WESCC	180
Rip Off	X	EA	38
Self-Control: Yelling	X	HE	98
Self-Discipline: Destructiveness	X	HE	99
TV or not TV, That is the Question	X	EA	38
The Disagreement	X	EA	38

AFFECTIVE ACTIVITIES: RELATING TO OTHERS (APPROPRIATE BEHAVIOR)

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Ask Yourself If You Might..	X		EA	47
Assuming Social Responsibility: Social Committment	X		HE	110
Awareness of Others: Attending to Others	X		HE	96
Basic Feelings: Anger	X		HE	85
Class Rules	X		EA	46
Courtesy Counts	X		EA	39
Death Row Decisions	X		EA	48
Extra! Extra! Read All About It!	X		EA	50
Friends	X		WESCC	221
Friendship Survey	X		EA	28
Friendship Wagon	X		EA	20
Greeting Cards	X		EA	32
Hello	X		DTA	14
IALAC	X		WESCC	91
Killer Statements and Gestures	X		WESCC	67
Labels	X		EA	40
My Friends	X		EA	30
Name Game	X		DTA	13

AFFECTIVE ACTIVITIES: RELATING TO OTHERS (APPROPRIATE BEHAVIOR)

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Personal & Social Commitment: Service	X		HE	104
Predicting Personal Consequences	X		HE	108
Self-Control: Yelling	X		HE	98
Self-Discipline: Destructiveness	X		HE	99
Skills for Social Living: Kindness	X		HE	101
Skills for Social Living: Tolerance	X		HE	102
Social Competency: Living Together in Peace	X		HE	82
Teacher Feedback	X		WESCC	78
Telegram	X		EA	31
What Others Do For Me	X		HE	166
What Would You Do?	X		EA	53
What's Respect	X		EA	29

AFFECTIVE ACTIVITIES: RELATING TO OTHERS (COOPERATION)

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Awareness of Others: Faith	X		HE	97
Cooperative Pantomimes	X		DTA	37
Group Consensus	X		EA	23
Movement Exercises	X		HES	442-44
New Planet	X		EA	52
Pantomime and Playmaking	X		HES	446-49
Trip to Mars	X		HE	167
Unequal Resources	X		EA	51
What Others Do For Me	X		HE	166

AFFECTIVE ACTIVITIES: RELATING TO OTHERS (PROBLEM SOLVING)

ACTIVITY	SETTING: CLASSROOM GROUP	SOURCE:	PAGE:
All in the Family	X	HE	153
Assuming Social Responsibility: Social Committment	X	HE	110
Awareness of Others: Attending to Others	X	HE	96
Basic Feelings: Anger	X	HE	85
Class Rules	X	EA	46
Future Shock	X	EA	52
Group Problem Solving	X	HE	165
Know Your Congressman	X	EA	50
Making Your Wants Known	X	WESCC	180
New Planet	X	EA	52
Ombudsman	X	EA	54
Predicting Personal Consequences	X	HE	108
START	X	DTA	37-39
START Problem Solving	X	DTA	28
Skills for Social Living: Kindness	X	HE	101
Social Acceptance	X	HE	166
Social Competency: Living Together in Peace	X	HE	82
TV or not TV, That is the Question	X	EA	38

AFFECTIVE ACTIVITIES: RELATING TO OTHERS (PROBLEM SOLVING)

ACTIVITY	SETTING: CLASSROOM GROUP	SOURCE:	PAGE:
Urge Telegrams	x	HES	401
What Would You Do?	x	EA	53

AFFECTIVE ACTIVITIES: RELATING TO OTHERS (EMPATHY)

ACTIVITY	SETTING: CLASSROOM	GROUP	SOURCE:	PAGE:
Ask Yourself If You Might..	X		EA	47
Awareness of Others: Faith	X		HE	97
Basic Feelings: Hope	X		HE	86
Class Applause	X		WESCC	222
Critical Emotional Concerns School Success/Frustration	X		HE	89
How Does It Feel?	X		EA	38
Killer Statements and Gestures	X		WESCC	67
Labels	X		EA	40
Pantomime and Playmaking	X		HES	446-49
Personal & Social Commitment: Service	X		HE	104
Reflective Listening	X		WESCC	75
Scapegoating	X		EA	39
Self-Control: Yelling	X		HE	98
Skills for Social Living: Kindness	X		HE	101
Skills for Social Living: Tolerance	X		HE	102
The Trust Walk	X		WESCC	157
Trip to Mars	X		HE	167
Voting and Additional Question	X		WESCC	118

AFFECTIVE ACTIVITIES: INDEX

ACTIVITY	SETTING:	CLASSROOM GROUP	SKILLS:				SOURCE:	PAGE:
Achtung!		X	C(R)				EA	71
Acting Out Problem Behaviors		X	BP				DTA	19
Adjective Snake		X	SE(A)				EA	27
Adjective Wardrobe		X	SE(A)	SE(AC)			WESCC	113
Advertising		X	C(V)				EA	32
All About Me		X	SE(A)				EA	21
All in the Family		X	C(V)	F	R(PS)		HE	151
Are You Someone Who:		X	T				HE	188-90
Ask Yourself If You Might..		X	R(A)	R(E)	SE(A)		EA	47
Assuming Social Responsibility: Social Committment		X	F	R(A)	R(PS)	R(R)	HE	110
Autobiographical Questionaire		X	SE(A)				WESCC	25
Autobiographical Sharing		X	SE(A)	F(P)			WESCC	33
Awards Day	X		SE(R)				EA	32
Awareness Card		X	SE(A)				EA	24
Awareness of Others: Attending to Others		X	C(R)	C(V)	R(A)	R(PS)	HE	96
Awareness of Others: Faith		X	F	R(E)	R(C)		HE	97
Baker's Dozen	X	X	T	SE(A)	F		WESCC	143
Basic Feelings: Anger		X	F	SE(G)	R(A)	R(PS)	HE	85

AFFECTIVE ACTIVITIES: INDEX

ACTIVITY	SETTING: CLASSROOM	GROUP	SKILLS:				SOURCE:	PAGE:
Basic Feelings: Hope	X	F	SE(A)	SE(G)	R(E)		HE	85
Basic Skills	X	SE(A)					EA	43
Birthday King or Queen	X	SE(R)					EA	30
Black History	X	F	SE(AC)				EA	39
Body Language	X	C(NV)					EA	40
Body Tracing	X	SE(A)					WESCC	159
Bragging	X	SE(r)	F(P)				WESCC	47
Brainstorming	X	T					EA	54
Breathing Exercises	X	T	SE(A)				DTA	21
Car Wash	X	T	SE(R)	F			WESCC	223
Card Game	X	F	SE(A)				WESCC	65
Careers	X	SE(A)					EA	48
Chain of Communication	X	C(V)					EA	30
Chalkboard Note Corner	X	SE(R)					EA	31
Class Applause	X	T	F	SE(R)	R(E)		WESCC	222
Class Quaker Meeting	X	T					EA	48
Class Rules	X	R(A)	R(PS)				EA	46
Classroom Behaviors	X	BP					EA	41

AFFECTIVE ACTIVITIES: INDEX

ACTIVITY	SETTING: CLASSROOM	GROUP	SKILLS:			SOURCE:	PAGE:
Classroom Rewards	X	T	SE(G)	SE(R)		EA	55
Clowning Activity	X	T	C(NV)			DTA	29
Coat of Arms	X	SE(A)				EA	20
Collage of Self	X	SE(A)	SE(R)			WESCC	57
Comfortabl and Uncomfortable Feelings	X	F				DTA	24
Commercial For Oneself	X	C(NV)	SE(A)	SE(R)		WESCC	109
Communication Through Facial Expression	X	F	C(NV)			DTA	30
Communication Through Body Language	X	F	C(NV)			DTA	32
Communication Through Hands And Arms	X	C(NV)	F			DTA	26
Communication Through Vocal Tones	X	F	C(NV)			DTA	34
Compliment Circle	X	T	F	SE(R)		DTA	15
Composite Picture	X	SE(R)	SE(AC)			WESCC	161
Constructive Fantasy	X	SE(A)	SE(G)			EA	45
Continuum Voting	X	SE(A)	SE(AC)			EA	50
Contracts	X	T	SE(G)			DTA	23
Cooperative Pantomimes	X	R(C)				DTA	37
Courtesy Counts	X	R(A)	F			EA	39
Creative Dramatics	X	T				HES	440-42

AFFECTIVE ACTIVITIES: INDEX

ACTIVITY	SETTING: CLASSROOM GROUP	SKILLS:					SOURCE:	PAGE:
Critical Emotional Concerns: Joy	X	F	SE(A)				HE	90
Critical Emotional Concerns School Success/Frustration	X	F	R(E)	SE(A)			HE	89
Dear Me Letter	X		F	SE(A)	SE(R)		WESCC	70
Death Row Decisions	X	R(A)	SE(PS)	F		T	EA	40
Dictionary of Abstract Feelings	X	F					EA	24
Expressing Human Feelings	X	F	SE(A)				HE	84
Extra! Extra! Read All About It!	X	R(A)	SE(PS)				EA	50
Facial Expression Guessing Game	X	F	C(NV)				DTA	31
Family Tree	X	SE(A)	SE(AC)				WESCC	219
Feeling Good	X	F					EA	29
Feeling Mirrors	X	F	C(NV)				DTA	31
Feeling Symphony	X	F	C(NV)				DTA	33
Feeling Walks	X	T	F				DTA	25
Feelings Guessing Game	X	F	C(NV)				DTA	30
Find Out About Me	X	SE(A)					EA	22
Fingerprints	X	SE(A)					WESCC	154
Five Years Ahead: Resume	X	SE(A)	SE(G)				WESCC	191
Friendly Sentence Stubs	X	SE(A)	F				WESCC	226

AFFECTIVE ACTIVITIES: INDEX

ACTIVITY	SETTING: CLASSROOM	GROUP	SKILLS:			SOURCE:	PAGE:
Friends	X	R(A)	F			WESCC	201
Friendship Survey	X	R(A)				EA	20
Friendship Wagon	X	F	SE(R)	R(A)		EA	2[illegible]
Future Shock	X	SE(A)	R(PS)	R(G)		EA	93
Getting To Know You	X	SE(A)				WESCC	37
Goal Setting	X	SE(A)	SE(G)			EA	51
Good Strokes	X	SE(R)				HE	168
Greeting Cards	X	SE(R)	C(V)	R(A)		EA	32
Group Consensus	X	R(C)				EA	27
Group Problem Solving	X	T	R(PS)			HE	165
Guess Who I Am?	X	SE(A)	SE(R)			WESCC	35
Happiness Is../Frustration Is..	X	F				EA	28
Happiness is a Collage	X	F				EA	19
Happy Package	X	F(P)				WESCC	178
Happy or Not	X	F				HES	406
Hello	X	R(A)	F			DTA	14
Here and Now Wheel	X	F	SE(A)			WESCC	21
Hogan's Heroes	X	SE(A)	SE(G)			EA	51

AFFECTIVE ACTIVITIES: INDEX

ACTIVITY	SETTING: CLASSROOM	GROUP	SKILLS:			SOURCE:	PAGE:
How Are We the Same or Different	X		SE(AC)			DTA	16
How Does It Feel?	X		F	SE(AC)	R(E)	EA	28
I Am Not My Description	X		SE(AC)			WESCC	197
I CAN'T...I Won't	X		SE(AC)	F		WESCC	202
I Learned Sentences	X		T	SE(A)	SE(G)	HES	401
I Want to Be	X		SE(G)	SE(A)		WESCC	179
I'm Late. I'm Late for a Very Important Date	X		SE(AC)			EA	30
IALAC	X		F(N)	R(A)		WESCC	91
Identifying Behavior Problems	X		BP			DTA	18
If I Could Be	X		SE(A)	SE(G)		WESCC	127
If I Had My Way, I Would???	X		SE(A)			EA	56
If I Were A...	X		C(NV)			EA	39
If I Were God of the Universe	X		F	SE(G)		WESCC	182
If I Were...	X		SE(A)	SE(AC)	SE(G)	WESCC	125
Images of Clay	X		F	SE(A)	C(R)	HE	165
Incomplete Sentences	X		T	SE(A)		WESCC	209-13
Introducing Me	X		SE(A)			EA	25
It Ain't New	X		F			EA	34

AFFECTIVE ACTIVITIES: INDEX

ACTIVITY / SETTING: CLASSROOM GROUP SKILLS:						SOURCE:	PAGE:
Killer Statements and Gestures	x	F(N)	R(A)	R(E)		WESCC	87
Know Your Congressman	x	R(PE)	C(V)			EA	51
Know Your Parents, Teachers Friends	x	SE(A)				EA	70
Knowing Each Other	x	SE(A)	C(V)			EA	19
Labels	x	SE(AC)	F	R(A)	R(E)	EA	40
Likes & Dislikes	x	SE(A)				EA	22
Little Ole Me	x	SE(A)				EA	27
Magic Circle	x	T				ME	457-459
Making It Real	x	SE(R)	F			WESCC	102
Making Self-Judgments	x	SE(A)				ME	158
Making Your Wants Known	x	F	R(PC)	BP	C(NV)	WESCC	130
Meaningful Symbols	x	SE(A)	F(P)			WESCC	67
Medal of Honor	x	SE(R)				EA	35
Memories	x	SE(A)	SE(R)			EA	24
Methods of Drama Therapy	x	T				DTA	8
Mirror Mirror	x	SE(A)	SE(AC)			WESCC	155
Mirror, Mirror on the Wall	x	SE(A)	SE(G)	F		ME	161
Mirrors	x	T	SE(A)			DTA	22

AFFECTIVE ACTIVITIES: INDEX

ACTIVITY	SETTING: CLASSROOM GROUP	SKILLS:					SOURCE:	PAGE
Motorcycle Fantas.	X	SE(A)					WESCC	145
Movement Exercises	X	T	SE(A)	R(C)	F		HES	442-44
Moving With Mindfulness	X	SE(A)	F				WESCC	166
Multiple Choices	X	SE(A)					E.	97
My Ancestors Were Cl	X	SE(A)					EA	40
My Collage	X	SE(A)					EA	22
My Friends	X	R(A)					EA	70
My Happy Moments	X	F					EA	28
My Home	X	SE(A)					EA	27
My Name Banner	X	SE(A)					EA	20
My Order of Happiness	X	SE(A)					EA	45
My Priorities	X	SE(A)					EA	52
My Three Wishes	X	SE(A)	F				EA	24
My Wish	X	SE(A)	SE(G)	C(V)			HE	192
Name Game	X	R(A)					DTA	17
Need An Expert	X	SE(R)					EA	34
New Planet	X	R(C)	R(PS)	C(V)	C(R)		EA	52
Nicknames	X	SE(R)	F				WESCC	107

AFFECTIVE ACTIVITIES: INDEX

ACTIVITY	SETTING: CLASSROOM	GROUP	SKILLS:			SOURCE:	PAGE:
No One Is Perfect	X	SE(AC)	SE(G)			DTA	1a
Object Sharing	X	SE(A)	F			WESCC	e4
Observe Facial Expressions	X	F	C(NV)			DTA	1)
Ombudsman	X	T	R(PS)			EA	54
On My Mind	X	SE(A)	F(P)			WESCC	5F
One Special Thing	X	SE(A)	SE(R)			WESCC	22
One of a Kind	X	SE(AC)				WESCC	137
One-Way Feeling Glasses	X	F				WESCC	225
Operation Self Image	X	SE(A)	SE(R)			WESCC	81
Owl Game	X	SE(A)				WESCC	115
Paint Your Own Picture	X	F				EA	29
Pantomime Game	X	SE(A)	SE(R)			DTA	14
Pantomime and Playmaking	X	T	SE(A)	R(E)	R(C)	HES	44b-49
Pass the Feeling	X	F	C(NV)			DTA	25
People Are Alike and Different	X	SE(AC)				EA	31
Personal & Social Commitment: Service	X	F(P)	R(A)	R(E)		HE	104
Personal Coat of Arm	X	SE(A)	SE(G)			WESCC	51
Personal Evaluation Sheet	X	F	SE(A)			WESCC	94

AFFECTIVE ACTIVITIES: INDEX

ACTIVITY	SETTING: CLASSROOM	GROUP	SKILLS:				SOURCE:	PAGE:
Personal Time Line		X	SE(A)				WESCC	27
Personal Valentines and Christmas Cards		X	SE(R)				EA	74
Please...no!...yes...no!		X	SE(A)	F			WESCC	2?4
Positive & Negative Self-Concept		X	SE(A)	SE(AC)			HE	159
Positive Feelings		X	C(V)	F(P)			WESCC	107
Positive Mantram	X		F(N)	SE(AC)			WESCC	69
Positive Reinforcement	X		T	SE(R)			WESCC	87
Positive Support Techniques		X	F(A)	SE(R)	F(P)		WESCC	111
Predicting Personal Conse-quences		X	F	SE(G)	R(A)	R(PB)	HE	108
Pride Line		X	SE(R)				WESCC	47
Problem Solving		X	T				EA	47
Public Interview		X	SE(AC)	C(V)			WESCC	140
Quickies	X	X	SE(A)	SE(AC)	SE(R)	F	WESCC	85
Rank Orders		X	T	SE(A)	F		HES	405
Re-entry Questions		X	T	F	SE(A)	SE(G)	WESCC	72
Reflective Listening		X	C(R)	F	R(E)		WESCC	75
Relaxation Script		X	SE(A)				DTA	20
Relaxation and Breathing Exercise		X	T				DTA	18

AFFECTIVE ACTIVITIES: INDEX

ACTIVITY	SETTING: CLASSROOM	GROUP	SKILLS:				SOURCE:	PAGE:
Rip Off	X	BP	F				EA	39
Role Playing	X	T					EA	37
Roll Call	X		SE(A)				EA	24
START	X	T	R(PS)				DTA	27-29
START Problem Solving	X	T	R(PS)				DTA	28
Scapegoating	X	SE(AC)	R(E)				EA	39
Scrapbook of Happiness	X	F					EA	28
Secret Pal	X	SE(R)	F				EA	19
Self-Consciousness: Who Am I?	X	SE(A)	SE(G)	F			HE	94
Self-Contracting	X		SE(G)	SE(PS)			EA	46
Self-Control: Yelling	X	BP	F(N)	R(A)	R(E)		HE	98
Self-Discipline: Destructiveness	X	BP	F(N)	R(A)			HE	99
Self-Evaluation	X		SE(AC)	SE(G)	F		EA	45
Self-Portrait	X	SE(A)					WESCC	55
Self-Worth: Confidence	X	SE(G)	SE(A)				HE	83
Sensory Awareness	X	SE(A)	F				WESCC	165
Sensory and Body Awareness	X	T	SE(A)	F			HES	444-46
Skills for Social Living: Kindness	X	R(PS)	R(E)	R(A)	F		HE	101

AFFECTIVE ACTIVITIES: INDEX

ACTIVITY	SETTING: CLASSROOM	GROUP	SKILLS:			SOURCE:	PAGE
Skills for Social Living: Tolerance	X	F	SE(AC)	R(E)	R(A)	HE	102
Small Group Discussion: Issues	X	T	SE(A)	C(V)		HES	406
Social Acceptance	X	F	R(PS)			HE	166
Social Competency: Living Together in Peace	X	F	R(A)	R(PS)		HE	82
Social Silhouettes	X	SE(R)	SE(AC)			WESCC	59
Sociodrama	X	T				HES	409-14
Some Body Games	X	T	SE(A)	F		WESCC	130
Strength Bombardment	X	SE(R)				WESCC	96
Student Photography	X	SE(A)				WESCC	153
Student Response Sheet	X	SE(AC)	F	C(V)	C(R)	EA	52
Student of the Day	X	SE(R)				EA	31
Student of the Week	X	SE(R)				WESCC	101
Success A Day	X	SE(R)				WESCC	49
Success Symbols	X	SE(R)				WESCC	57
Sucess Fantasy	X	T	SE(A)			WESCC	39
Sucess Sharing	X	SE(A)	SE(R)			WESCC	41
Sunshine Is	X	F(E)	F(A)			EA	22
TV or not TV, That is the Question	X	BP	R(PS)			EA	38

AFFECTIVE ACTIVITIES: INDEX

ACTIVITY	SETTING: CLASSROOM	GROUP	SKILLS:			SOURCE:	PAGE:
Teacher Feedback	X	F	R(A)			WESCC	78
Telegram	X	C(V)	R(A)			EA	31
The Disagreement	X	BF	F(PS)			EA	38
The Family	X	F	SE(AC)			WESCC	217
The Goal Post	X	SE(G)				WESCC	187
The Journal	X	SE(A)				WESCC	21
The Journal-A Beginning	X	SE(A)				WESCC	23
The Jury Is Out	X	T	C(V)	C(R)		EA	55
The Life Line	X	SE(A)	SE(G)			WESCC	29
The Magic Box	X	SE(R)	F			WESCC	42
The Metaphore Game	X	SE(A)				WESCC	121
The Name Game	X	SE(A)	SE(G)	F(P)		WESCC	31
The Nourishing Game	X	SE(R)	F(P)	C(V)		WESCC	99
The Six O'Clock News	X	SE(A)	SE(G)			WESCC	192
The Trust Walk	X	F	R(E)			WESCC	157
The Tyranny of Should	X	SE(AC)				WESCC	198
Think	X	SE(AC)				EA	33
Thinking and Relaxing	X	T				EA	32

AFFECTIVE ACTIVITIES: INDEX

ACTIVITY	SETTING: CLASSROOM	GROUP	SKILLS:				SOURCE:	PAGE:
This Is My Life Bulletin Board		X	SE(A)				EA	24
Thought-Feeling Sheets	X		T	F			HES	403
Thoughts/Feelings Book		X	SE(A)	F			EA	27
Trip to Mars		X	SE(A)	R(C)	R(E)		HE	167
Twenty Things I Like to Do		X	SE(A)	SE(G)			WESCC	133
Twenty-One Questions		X	SE(A)	SE(G)			WESCC	173
Two Choice Decisions		X	SE(AC)				EA	43
Unequal Resources		X	R(C)	SE(PS)	C(V)		EA	51
Unfinished Sentences		X	SE(A)				EA	30
Urge Telegrams		X	C(V)	R(PS)			HES	401
Vocal Tones		X	F	C(NV)			DTA	22
Volunteering		X	F				WESCC	207
Voting and Additional Question		X	T	SE(AC)	F(N)	R(E)	WESCC	118
Warm Fuzzy Learning Center		X	SE(R)				EA	31
Warm Up Activities		X	T				DTA	41-42
We Are All Different		X	SE(AC)				DTA	16
Weekly Reaction Sheets	X	X	SE(A)	SE(G)			WESCC	139
What If...		X	SE(A)	F			WESCC	129

AFFECTIVE ACTIVITIES: INDEX

ACTIVITY	SETTING: CLASSROOM	GROUP SKILLS:			SOURCE:	PAGE:
What Others Do For Me	X	R(A)	R(C)		HE	166
What Would You Do?	X	SE(A)	R(A)	R(PS)	EA	57
What's In A Name	X	SE(A)			WESCC	105
What's My Bag	X	SE(R)			WESCC	58
What's Respect	X	R(A)	SE(AC)		EA	29
Who Am I Questionaire	X	SE(A)	F		WESCC	117
Who Am I?	X	SE(A)	C(R)	C(V)	HE	150
Who Are We?	X	SE(A)			WESCC	135
Who's Who	X	SE(R)			WESCC	138
Wishing	X	SE(A)	SE(G)		WESCC	177
Words That Describe Me	X	SE(A)	SE(G)		WESCC	195

Appendix E

Lesson Evaluation

Date: Class:

Activity Used:

Description of Process:

Description of Results:

Evaluation of Activity:

1. Class participation and involvement was good.

strongly agree agree unsure disagree strongly disagree

2. Class was comfortable with the activity.

strongly agree agree unsure disagree strongly disagree

3. I was comfortable presenting this activity.

strongly agree agree unsure disagree strongly disagree

4. I would like more training with this particular activity.

strongly agree agree unsure disagree strongly disagree

5. This activity was meaningful for children who needed help in this particular area of growth.

strongly agree agree unsure disagree strongly disagree

6. This activity was helpful for me as a teacher.

strongly agree agree unsure disagree strongly disagree

7. I would consider using this activity again.

strongly agree agree unsure disagree strongly disagree

APPENDIX F

THE Q SORT AND REFERRAL FORM

The California Q-Sort Deck by Jack Block and adapted by Daryl Pen is an evaluative device which consists of a list of approximately 100 words descriptive of behavior. These words are on individual cards. The teacher will sort the cards into piles ranging from those that most accurately describe a particular child to those that are least like the child.

After a period of time the teacher will repeat this exercise concerning the present behavior of that child. A study of the differences between the words used in the first and second sorts will enable the teacher to determine if, and in what ways, the child has changed over the established period of time.

The Q Sort is standardized and lends itself to statistical review.

The Social Skills/Self-Esteem Group Referral Form

This referral form is a three page report. It provides for the identification of three social behaviors that are perceived as problematic for the child, and an indication of its severity using a scale of 1 to 8. A checklist of specific behaviors on which a child may need to work is provided. Twelve social skills are listed and the child is rated on each skill using the same scale. Space is provided to list the child's strengths and to make comments and observations.

Appendix G

Teacher Questionnaire #2

The purpose of this questionnaire is to evaluate the overall effects of the affective program that was implemented in your classroom over a six-week period.

1. I think that as a whole the children's self awareness and self acceptance has improved.

strongly agree agree unsure disagree strongly disagree

2. I think that as a whole children are now more accepting of each other.

strongly agree agree unsure disagree strongly disagree

3. I think that children are communicating their thoughts and feelings more effectively.

strongly agree agree unsure disagree strongly disagree

4. The quantity of conflict seems to have decreased in my classroom.

strongly agree agree unsure disagree strongly disagree

5. The intensity of the conflict that occurs seems to have decreased.

strongly agree agree unsure disagree strongly disagree

6. I feel my classroom is running more smoothly.

strongly agree agree unsure disagree strongly disagree

7. I feel better able to deal with the emotional needs of children in my class.

strongly agree agree unsure disagree strongly disagree

8. I feel better able to handle conflict as it occurs in my classroom.

strongly agree agree unsure disagree strongly disagree

9. I have a better understanding of the importance of meeting the emotional and social needs of children through the use of affective activities.

strongly agree agree unsure disagree strongly disagree

10.I am more comfortable utilizing affective activities in my classroom.

strongly agree agree unsure disagree strongly disagree

11.I feel I will use these activities more often than I did before the program.

strongly agree agree unsure disagree strongly disagree

General comments about your experiences:

How do you feel the program could be improved:

Do you feel the program should be continued and expanded to include participation by all staff? Why or why not?

(scoring: strongly agree = +2; agree = +1; unsure = 0; disagree = -1; strongly disagree = -2)

APPENDIX H

LESSON EVALUATION FORMS

Activity Used: Self portaits Class: Lower Elementary

Process: Students drew pictures of self. Talked about how important they ar: as individuals.

Results: Students drew insightful pictures of self.

Class participation & involvement was good.	sa	(a)	u	d	sd
Class was comfortable with the activity.	sa	a	(u)	d	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	(sa)	a	u	d	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	a	(u)	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	sa	(a)	u	d	sd

Activity Used: Two Choice Decision Using Abstract Class: Lower Elementary

Process Students were reminded of previous activitybetween choices ie. hotdog, hamberger. Students are then introduced to abstract ideas "Would you rather be a plant or an animal?" "red or blue?" "Wind or water?" etc.

Results:Students became very involved in the abstract and began giving reasons why they chose one over the other. "I'd rather be wind than water because wind pushes water."

Class participation & involvement was good.	(sa)	a	u	d	sd
Class was comfortable with the activity.	(sa)	a	u	d	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	(a)	u	d	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	a	(u)	d	sd
This activity was helpful for me as a teacher.	(sa)	a	u	d	sd
I would consider using this activity again.	(sa)	a	u	d	sd

Activity Used: "what would you do?" Class: Lower Elementary

Process: Give students situations and they had to decide what to do in those situations.

Results: Students participated and gave a variety.

Class participation & involvement was good.	sa	(a)	u	d	sd
Class was comfortable with the activity.	sa	(a)	u	d	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	a	u	(d)	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	(a)	u	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	sa	(a)	u	d	sd

Activity Used: "Machines" Class: Lower Elementary

Process Students used specified parts of their body (Ex. Arms, legs) to make a steady pattern. Other students join in to make a total "machine". Each part must work together.

Results: Students loved this activity. It stresses working together to make a whole.

Class participation & involvement was good.	(sa)	a	u	d	sd
Class was comfortable with the activity.	(sa)	a	u	d	sd
I was comfortable presenting this activity.	(sa)	a	u	d	sd
I would like more training with this particular activity.	sa	a	(u)	d	sd
This activity was meaning ful for children who needed help in this particular area of growth.	(sa)	a	u	d	sd
This activity was helpful for me as a teacher.	(sa)	a	u	d	sd
I would consider using this activity again.	(sa)	a	u	d	sd

Activity Used: Synictics Class: Lower elementary

Process: Disscussed what colors represent what feelings ie. red-anger. Ask students what color they are today ie. Kate was tan-"so-so day"

Results: Very good. Colors represented feelings in most students-some stated colors that represented tangable items.

Class participation & involvement was good.	sa	(a)	u	d	sd
Class was comfortable with the activity.	sa	a	(u)	d	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	a	(u)	d	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	(a)	u	d	sd
This activity was helpful for me as a teacher.	(sa)	a	u	d	sd
I would consider using this activity again.	(sa)	a	u	d	sd

Activity Used: Bragging Class: Lower Elementary

Process Students were given 20 seconds to brag about achievements and positi characteristics.

Results: Very little participation the 2 students that participated only told one thing about themselves. I feel that the students felt uncomfortable bragging about self and more will become involved afte activity is presented again.

Class participation & involvement was good.	sa	a	u	d	(sd)
Class was comfortable with the activity.	sa	a	u	(d)	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	(a)	u	d	sd
This activity was meaning ful for children who needed help in this particular area of growth.	(sa)	a	u	d	sd
This activity was helpful for me as a teacher.	(sa)	a	u	d	sd
I would consider using this activity again.	(sa)	a	u	d	sd

Activity Used: Movement Exercise HES442 Circles & Mirrors
Class: Kindergarten-A.M.

Process: Circles: Students stand in a circle and think of different ways to make a circle using their body. All other students make the same circle.
Mirrors: Students were paired off in partners facing each other. One person of each pair became a mirror and mimiced the movement of his partner. I demonstrate first.
Results: Circles: Each one took turns and they really tried to think of different ways to make circles.
Mirrors: They each had a turn at being a mirror and I was surprised how well they did at it. All of them tried and participated well.

Class participation & involvement was good.	sa	(a)	u	d	sd
Class was comfortable with the activity.	sa	(a)	u	d	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	a	u	(d)	sd
This activity was meaningful for children who needed help in this particular area of growth.	sa	(a)	u	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	sa	(a)	u	d	sd

Activity Used: Feeling Walk Class: Lower Elementary

Process: Students walk around room without touching. Teacher calls out various feelings and student tries to feel that feeling and walks in such a manner. Members choose a feeling.
Results: Students washed without talking; acting out feelings. Acted out happy, angry, distracted, frustrated. Students gave feelings to act out taking turns. After, talked about awareness of feelings, stopping (freeze) to become aware of feelings and body reactions to feeling is tense shoulders when angry.

Class participation & involvement was good.	sa	(a)	u	d	sd
Class was comfortable with the activity.	sa	(a)	u	d	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	(a)	u	d	sd
This activity was meaningful for children who needed help in this particular area of growth.	sa	a	(u)	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	(sa)	a	u	d	sd

Activity Used: Throwing your eyes Class: Lower elementary

Process: Students stand in a circle-make bug eyes and each member in turn exaggerates an eye throw and catch. Each student must be observant and aware because they do not know who the "eyes" will be thrown to.

Results: Students participated but needed to make their eye catches and throws more exaggerated. Students would throw eyes to some student who weren't watching which caused confusion of who had the "eyes". Students were more observent and more exaggerated with each new gam Interesting activity.

Class participation & involvement was good.	(sa)	a	u	d	sd
Class was comfortable with the activity.	sa	(a)	u	d	sd
I was comfortable presenting this activity.	(sa)	a	u	d	sd
I would like more training with this particular activity.	sa	a	(u)	d	sd
This activity was meaning ful for children who needed help in this particular area of growth.	(sa)	a	u	d	sd
This activity was helpful for me as a teacher.	sa	a	(u)	d	sd
I would consider using this activity again.	(sa)	a	u	d	sd

Activity Used: Mirrors Class: Lower Elementary

Process Split the group into pairs. Give concrete activities ie. getting up in the morning. One student does activities the other student acts as the mirror and does everything the other student does. Stress slow movements.

Results: Students mirrored each others movements in pairs on getting up in th morning. Talked about slow movements are easier to follow.

Class participation & involvement was good.	(sa)	a	u	d	sd
Class was comfortable with the activity.	sa	(a)	u	d	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	(a)	u	d	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	a	(u)	d	sd
This activity was helpful for me as a teacher.	sa	a	(u)	d	sd
I would consider using this activity again.	(sa)	a	u	d	sd

Activity Used: Feeling Charade Class: Lower Elementary

Process: Similar to feeling walk (expansion) but students go one at a time and act out feelings drawn from the hat. Students try to guess what feeling each student is acting out.

Results: Students did a great job using and reading each other body language. Very successful activity

Class participation & involvement was good.	(sa)	a	u	d	sd
Class was comfortable with the activity.	(sa)	a	u	d	sd
I was comfortable presenting this activity.	(sa)	a	u	d	sd
I would like more training with this particular activity.	sa	a	(u)	d	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	(a)	u	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	(sa)	a	u	d	sd

Activity Used: Two Choice Decision Class: Lower Elementary

Process Give students two choices and have them decide what they would prefer Ie. Ahotdog or hamberger etc. Explain that students are faced with choices everyday.

Results: Students were presented with two choices. Each in turn made a decision.

Class participation & involvement was good.	(sa)	a	u	d	sd
Class was comfortable with the activity.	sa	(a)	u	d	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	a	u	(d)	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	a	(u)	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	(sa)	a	u	d	sd

Activity Used: Car Wash Class: Kindergarten-AM

Process: Stand up in lines across from each other-have one child go through the line and be patted or touched and given praise for good work.

Results: The children patted each other on the back but didn't seem to know what to say to them. Now that I have introduced it I feel it will be more effective to use it sporadically when a child really deserves praise etc.

Class participation & involvement was good.	sa	a	u	d	sd
Class was comfortable with the activity.	sa	a	(u)	d	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	a	u	(d)	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	a	(u)	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	sa	(a)	u	d	sd

Activity Used: Magic Circle "I feel happy when" Class: Kintergarten-AM

Process: Asked each child to finish the above sentence. Try to remember what each child said. After everyone had a chance to share-I asked if they could recall what each one said.

Results: Everyone shared something they all were happy about, and they were able to recall what others had said. We drew pictures of happy faces and I wrote their responses.

Class participation & involvement was good.	sa	(a)	u	d	sd
Class was comfortable with the activity.	sa	(a)	u	d	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	a	(u)	d	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	(a)	u	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	sa	(a)	u	d	sd

Activity Used: Throwing the eyes Class: Kindergarten-AM

Process: Explained how clowns use this activity. Demonstrated once, then we threw eyes from one to another.

Results: They really liked it. The group was small enough that they could see everyone easily. One person didn't participate. One time some one catch the eyes because he said they went over his head.

Class participation & involvement was good.	(sa)	a	u	d	sd
Class was comfortable with the activity.	sa	(a)	u	d	sd
I was comfortable presenting this activity.	(sa)	a	u	d	sd
I would like more training with this particular activity.	sa	a	u	(d)	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	(a)	u	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	sa	(a)	u	d	sd

Activity Used: Compliment Circle Class: Kindergarten-AM

Process: Compliment circle was done at the end of our group time. We had already done work on feelings. I feel angry when... and used our and then bodies to show angry, happy, sad. I then explained what a compliment was and gave an example. Each child was asked to give a compliment to the child next to them, something that had happened in circle , using eye contact.

Results: Each child did try to give a compliment about something during circle. They had trouble with eye contact, and some repeated the same compliment. When we all finished I asked them how it felt to have a compliment. They said it felt good.

Class participation & involvement was good.	sa	(a)	u	d	sd
Class was comfortable with the activity.	sa	a	(u)	d	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	a	(u)	d	sd
This activity was meaning ful for children who needed help in this particular area of growth.	(sa)	a	u	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	(sa)	a	u	d	sd

Movement Exercize HES442

Activity Used: Leader Game (also called Ind.Ch.) Class: Kindergarten-AM

Process: Children sit in circle in chairs. Someone is asked to leave the room. A leader is chosen to start a motion which others follow. Then the child outside comes in and tries to guess who is the leader. The leader changes the motion and the others follow.

Results: I have tried this several times. The first time children tended to look at the leader and not follow changes easily. One person said she was the leader. The second time they understood the process better and didn't give any clues to person guessing.

Class participation & involvement was good.	sa	(a)	u	d	sd
Class was comfortable with the activity.	sa	(a)	u	d	sd
I was comfortable presenting this activity.	(sa)	a	u	d	sd
I would like more training with this particular activity.	sa	a	u	(d)	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	a	(u)	d	sd
This activity was helpful for me as a teacher.	sa	a	(u)	d	sd
I would consider using this activity again.	sa	(a)	u	d	sd

Activity Used: Friendly Sentence Stubs Class: Kindergarten-AM

Process I gave them the sentence stub "When someone is nice to me, I..." Each one got a turn to complete it. I then asked them what is something nice you have done for someone.

Results: At first they all had the same response. But I asked them to think of something different. They were able to do a better job. They shared something they had done for someone. Did a pretty nice job

Class participation & involvement was good.	sa	(a)	u	d	sd
Class was comfortable with the activity.	sa	a	(u)	d	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	a	(u)	d	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	(a)	u	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	sa	(a)	u	d	sd

Activity Used: Friends Class: Kindergarten-PM

Process: Began with naming one friend then discussed
1)methods of making friends
2)ways to keep friends

Results: They were able to name ways of both making and keeping friends

Class participation & involvement was good.	(sa)	a	u	d	sd
Class was comfortable with the activity.	(sa)	a	u	d	sd
I was comfortable presenting this activity.	(sa)	a	u	d	sd
I would like more training with this particular activity.	sa	a	u	(d)	sd
This activity was meaning ful for children who needed help in this particular area of growth.	(sa)	a	u	d	sd
This activity was helpful for me as a teacher.	(sa)	a	u	d	sd
I would consider using this activity again.	(sa)	a	u	d	sd

Activity Used: Introduction to "group" "I like..." Class: Kindergarten-PM

Process In a circle, explain rules and procedures of group. As an example have them complete the sentence,"I like..." (keep answers short)

Results: Seemed to be able to follow proceedure well. No one "passed", all found something to say.

Class participation & involvement was good.	(sa)	a	u	d	sd
Class was comfortable with the activity.	(sa)	a	u	d	sd
I was comfortable presenting this activity.	(sa)	a	u	d	sd
I would like more training with this particular activity.	sa	a	u	(d)	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	a	(u)	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	(sa)	a	u	d	sd

Activity Used: Friendly Sentence Stubs Class: Kindergarten-AM
I like my friend because...

Process:
They were asked to put an ending to the phrase. Each took turns. If they couldn't or wouldn't say anything that was O.K.

Results: They had difficulty with this exercise.I had to help them identify a certain friend And ask them what they liked about their friend.

Class participation & involvement was good.	sa	a	u	(d)	sd
Class was comfortable with the activity.	sa	a	u	(d)	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	a	(u)	d	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	(a)	u	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	sa	(a)	u	d	sd

Activity Used: Friendly Sentence Stubs Class: Kindergarten-AM
Process Expanded on friends

Asked them to tell about things they liked to do with their friends. Then asked them to draw a picture of a friend and I would help them write a story.

Results: They talked more easily about things they did with their friends. One mentioned that his brother was his friend, another his father. They enjoyed drawing a picture and most had one or two sentences to tell.

Class participation & involvement was good.	sa	(a)	u	d	sd
Class was comfortable with the activity.	sa	(a)	u	d	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	a	(u)	d	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	a	(u)	d	sd
This activity was helpful for me as a teacher.	sa	a	(u)	d	sd
I would consider using this activity again.	sa	(a)	u	d	sd

Activity Used: Fingerprints Class: Kindergarten-AM

Process: As each child came into the room I told them we were going to do something special. I asked them to make their fingerprints. After everyone was finished we looked at our own under the magnifying glass, then looked at ours and someone elses. We met in circle afte this.

Results: We discussed how each fingerprint was different. They were able to see that. That is one way in which we are unique or different. We talked about other ways we are unique or different ie. face, hair, nose, eye color.

Class participation & involvement was good.	sa	(a)	u	d	sd
Class was comfortable with the activity.	sa	(a)	u	d	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	a	(u)	d	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	(a)	u	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	sa	(a)	u	d	sd

Activity Used: Sensory and Body Awareness Ex. Class: Kindergarten-AM

Process Body Movement and paper ex.

The children were asked to sit in a circle on the floor.Then I asked them to move various parts ie. wiggle fingers, pat head, etc. Paper Ex:They were given a piece of paper 8 1/2 x 11 and asked to balan it on their foot, hand, And head. They tried to walk in a circle w/ th paper on their head.

Results:

They were able to touch all body parts described. Some of them got a little silly. In the paper ex. they had trouble w/ balancing on their foot, but really concentrated on balanceing on their head while walking in a circle.

Class participation & involvement was good.	sa	(a)	u	d	sd
Class was comfortable with the activity.	sa	(a)	u	d	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	a	u	(d)	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	a	(u)	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	sa	(a)	u	d	sd

Activity Used: "You Are Special" (Introductory Activity) Class: Kindergarten-P.M.

Process: A circle was used to discuss similarities among and differences between people. Leading questions such as "How are all of us in the circle alike?" and "How is each of us different?" were used. Then the discussion was led towards "Even though we are all alike in some ways, we are all also different and that is what makes us special.

Results: The children responded very well to the questions and were able to come up with various ways in which we were alike (we're all humans, we're all in chairs, we all have heads, we all have on shoes) as well as different (Jason has freckles, Danny's shoes tie, the girls have on girls' clothes). The fact that there were two Jasons made it easier to point out similarities and differences. (Both have the same name, but we can tell them apart). After I had told each of them by name that they were special, several of them asked "What about you?" I responded "Am I special, too?" They all answered "Yes!" One student in particular responded almost dramatically to the "special" statement. Normally rather sullen, he got a sheepish kind of grin on his face and almost glowed.

Class participation & involvement was good.	(sa)	a	u	d	sd
Class was comfortable with the activity.	(sa)	a	u	d	sd
I was comfortable presenting this activity.	(sa)	a	u	d	sd
I would like more training with this particular activity.	sa	a	u	(d)	sd
This activity was meaningful for children who needed help in this particular area of growth.	(sa)	a	u	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	(sa)	a	u	d	sd

Activity Used: "You Are Special" (Supplemental Activity) Class: Kindergarten-P.M.

Process: A photographic light was used to cast a silouette of each child on a large piece of paper taped to the wall. The outline of the child's head was drawn on the paper and afterwards the caption "I am special" written on it.

Results: Seemed to like it--would look at it often and show their friends.

Class participation & involvement was good.	(sa)	a	u	d	sd
Class was comfortable with the activity.	(sa)	a	u	d	sd
I was comfortable presenting this activity.	(sa)	a	u	d	sd
I would like more training with this particular activity.	sa	a	u	(d)	sd
This activity was meaningful for children who needed help in this particular area of growth.	sa	a	(u)	d	sd
This activity was helpful for me as a teacher.	sa	a	u	(d)	sd
I would consider using this activity again.	(sa)	a	u	d	sd

Activity Used: Pride Whip Class: Kindergarten - pm

Process: In a circle, I introduced the activity by explaining that we would share something of which we were proud that we had done recently. I began by saying that I was proud that I had organized by new desk. The child who was in the "talking chair" (a red one, all the others were yellow) got to go first and then chose the next person who then switched seats so that he (she) was in the "talking chair."

Results: At first some of them responded with something they like rather than something that they were proud of. If they couldn't think of something I would whisper some choices in their ear and then they would respond. Some seemed hesitant to talk about an accomplishment, apparently needing reinforcement that it's all right to pat yourself on the back somethings.

Class participation & involvement was good.	sa	(a)	u	d	sd
Class was comfortable with the activity.	(sa)	a	u	d	sd
I was comfortable presenting this activity.	(sa)	a	u	d	sd
I would like more training with this particular activity.	sa	a	u	(d)	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	a	(u)	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	sa	(a)	u	d	sd

Activity Used: Magic Box Class: Kindergarten - pm

Process Prop: A lidded box with a mirror inside.
Teacher says that she has a magic box that when looked into will show a pecial person. A chair apart from the group is used and each child shown the box. Each one also told to keep it a secret until the whole group has seen it. After everyone has seen, they were asked if they were surprised to see who it was and how it made them feel.

Results: Almost invaribly the children smiled after seeing themselves and looked almost sheepish. They were all surprised and happy. They really liked it.

Class participation & involvement was good.	(sa)	a	u	d	sd
Class was comfortable with the activity.	(sa)	a	u	d	sd
I was comfortable presenting this activity.	(sa)	a	u	d	sd
I would like more training with this particular activity.	(sa)	a	u	d	sd
This activity was meaning ful for children who needed help in this particular area of growth.	(sa)	a	u	d	sd
This activity was helpful for me as a teacher.	(sa)	a	u	d	sd
I would consider using this activity again.	(sa)	a	u	d	sd

Activity Used: Group hug Class: Kintergarten-P.M.

Process: (Supplement to "I am Special") Explain that a hug is a way of showing someone that you like them and that I(teacher) like all of them and would like to show them.

Hug as many as want at once.

Results: They loved it! Would ask to do it every session. Could tend to get a little over excited.

Class participation & involvement was good.	(sa)	a	u	d	sd
Class was comfortable with the activity.	(sa)	a	u	d	sd
I was comfortable presenting this activity.	(sa)	a	u	d	sd
I would like more training with this particular activity.	sa	a	u	(d)	sd
This activity was meaning ful for children who needed help in this particular area of growth.	(sa)	a	u	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	(sa)	a	u	d	sd

Activity Used: Feelings graffiti sheet Class: Kintergarten-P.M.

Process Each child was to draw a face axpressing a feeling on a large sheet of paper. I drew sample faces to show them:

Results: They enjoyed drawing the faces, but tended to draw the whole body and too much detail. The expressions were sometimes unclear.

Class participation & involvement was good.	sa	(a)	u	d	sd
Class was comfortable with the activity.	sa	a	(u)	d	sd
I was comfortable presenting this activity.	sa	(a)	u	d	sd
I would like more training with this particular activity.	sa	a	u	(d)	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	a	(u)	d	sd
This activity was helpful for me as a teacher.	sa	a	(u)	d	sd
I would consider using this activity again.	sa	a	u	(d)	sd

Activity Used:Feeling Walk Class:Kintergarten-P.M.

Process:Children form a circle (standing) and begin walking normally. Teacher calles out a "feeling" (happy, sad, scared, tired) and the children walk in a way expressing that feeling.

Results:After class they were telling their friends about it and making exaggerated gestures.

Class participation & involvement was good.	(sa)	a	u	d	sd
Class was comfortable with the activity.	sa	(a)	u	d	sd
I was comfortable presenting this activity.	(sa)	a	u	d	sd
I would like more training with this particular activity.	sa	a	u	(d)	sd
This activity was meaning ful for children who needed help in this particular area of growth.	sa	(a)	u	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	sa	(a)	u	d	sd

Activity Used:" I am feeling ...(Feeling whip) Class:Kintergarten-P.M.

Process Each person was to complete the sentence "I am feeling... because... (Teacher started)

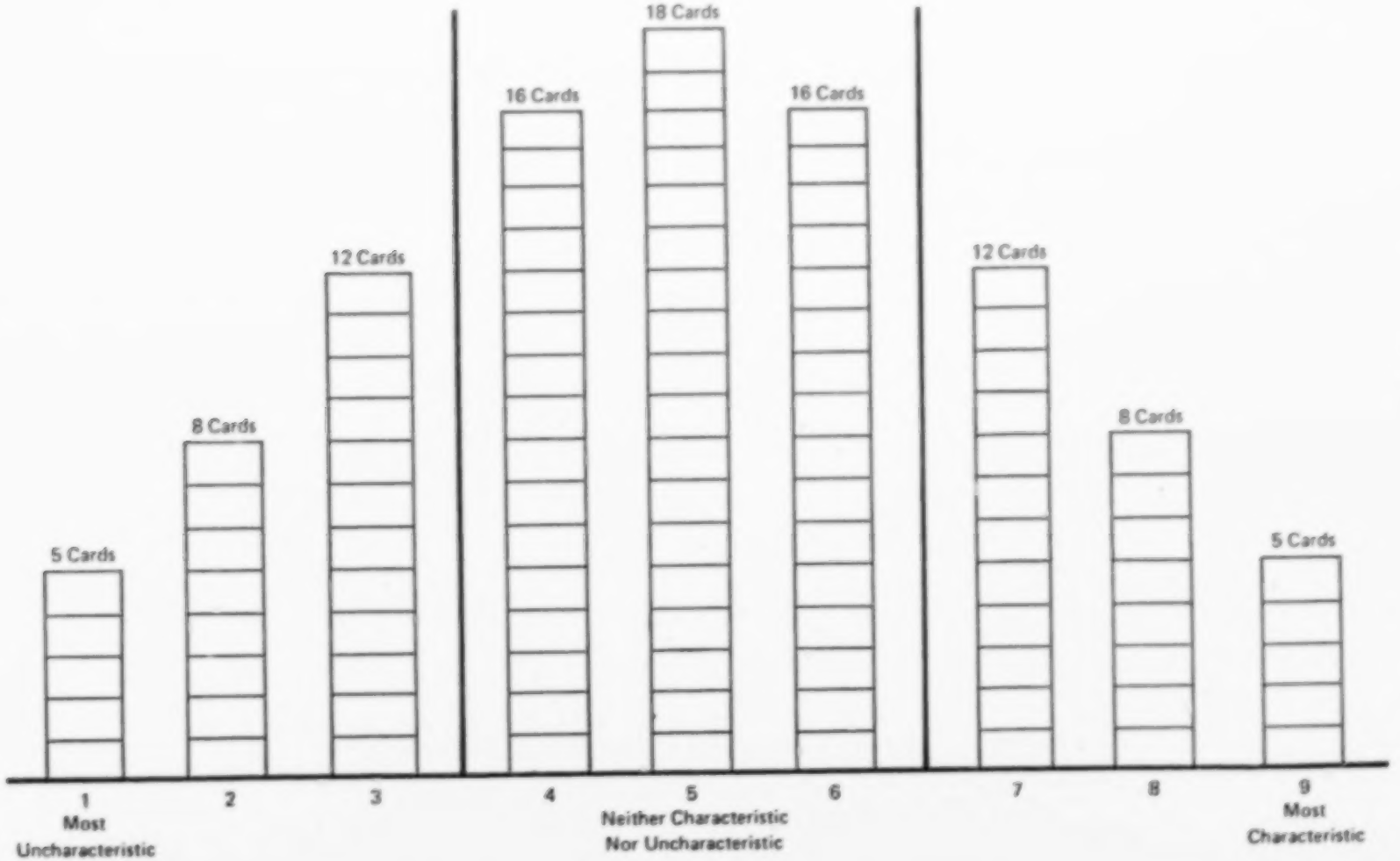
Results:Some seemed reluctant to express their feelings although a few who passed first, then expressed later.

Class participation & involvement was good.	sa	(a)	u	d	sd
Class was comfortable with the activity.	sa	(a)	u	d	sd
I was comfortable presenting this activity.	(sa)	a	u	d	sd
I would like more training with this particular activity.	sa	a	u	(d)	sd
This activity was meaning ful for children who needed help in this particular area of growth.	(sa)	a	u	d	sd
This activity was helpful for me as a teacher.	sa	(a)	u	d	sd
I would consider using this activity again.	(sa)	a	u	d	sd

California Q-Set Sorting Guide

Person Being Described: _____ Sorter: _____ Date: _____

After you have completed your sorting, record the identification card numbers for each category in the boxes below. (Note: The card numbers within any category may be in any order.)



California Q-Set Record Sheet

After sorting, insert the category number for each card in the appropriate box below. Be sure each category contains the specified number of cards.

Subject: _____ Sorter: _____ Informational source: _____ Date: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40

41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60

61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80

81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

Specified CQ distribution

Category value	1	2	3	4	5	6	7	8	9
Number of items in category	5	8	12	16	18	16	12	8	5

N.B. A value of 9 indicates "most characteristic"; a value of 1 indicates "least characteristic".

Formula for correlation between CQ sorts: $r = 1 - \frac{\text{sum } d^2}{864}$

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